

Going Against the Grain: Standing Up for What's Right, Even if You are Standing Alone

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Going Against the Grain: Standing Up For What's Right, Even If You're Standing Alone

"To be nobody but yourself in a world which is doing its best, night and day, to make you everybody else means to fight the hardest battle which any human being can fight; and never stop fighting" -e.e. cummings, 1955

Rationale

High school is that magical time where children become adults, where ideas become beliefs, and where urges become choices. Students from grades nine through twelve are busy battling their hormones, their parents, and each other in a fight to stay afloat in the seemingly never-ending, always changing sea of adolescence. As teachers it is our job to arm them with the weapons they need so that when they walk through the halls of school, and eventually out into the halls of the real world, they will be able to stand proud and know what they are standing for. This unit is all about students determining what is important to them and what they should do to defend it.

Teaching students about dealing with peer pressure and conformity issues helps their development as young men and women as these are issues that they face on a daily basis in high school. Pressures to do drugs, have sex, and participate in dangerous and often illegal behavior are forced upon them by their peers and by society itself. Because our media has the tendency to push such behaviors into a favorable light, the morals of our society have taken a serious hit. By helping our students to find

their own moral compasses and teaching them that it is their and moral obligation to stand up for what is right, we are allowing our students to grow into more aware and more righteous adults.

The foundation of this unit is based upon a concrete set of goals that we believe will benefit each student. The goals that we have set forth to accomplish are: creating awareness and sensitivity to issues, present and past, affecting today's society; developing critical thinking skills by discussions based on a variety of texts; and teaching students to fight peer pressure and establish their own set of morals and ethics. One of the important aspects of our unit is that we provide students the option of choice. They are allowed to choose the supplementary text that they read as a group, they choose which alternative book report they wish to complete, and their final project in this unit allows them to personalize their assignment to match their own personal strengths. We believe that students who are given a choice are more likely to connect with the work. We also believe our goals can be accomplished because the students' will see that what they are learning is applicable to real life and that will keep them interested and engaged.

Our third period English Honors consists of 27 bright and talkative 11th graders. Most of the students are middle class kids from the suburbs, although we do have a couple students with lower-income families who are bused in from the city. There is a great range of diversity in our class with 8 bilingual students (including one fairly proficient English Language Learner) and multiple nationalities and cultures are represented. Because our class time is only 50 minutes long each day, we will only be

able to read one large text as a class this quarter. We will also read two short stories and have one out of class reading of the students' choice.

The main text for this unit will be the play *The Crucible* by Arthur Miller. The play takes place in the town of Salem during the time of the witch trials. People in the town have been using the accusations as a way of ridding their town of their less desirable neighbors. Things really heat up when a group of girls targets their accusations at some of the town's more distinguished citizens. Along with being a very engaging read, this play has high literary merit as it is written by one of America's most prominent playwrights, Arthur Miller. Throughout his incredible career, Miller won dozens of awards, including a "Pulitzer Prize, seven Tony Awards, two Drama Critics Circle Awards, an Obie, an Olivier, the John F. Kennedy Lifetime Achievement Award, and the Dorothy and Lillian Gish prize" (<http://www.neh.gov/whoweare/miller/biography.html>).

The Crucible touches on numerous topics including secular vs. religious law, peer pressure and the controlling power of fear. These topics will be examined in class so students can decide how each issue fits in with their own personal moral codes. The play will also be a great accompaniment to what the students will be learning in their history class at the same time, as *The Crucible* was written as a response to McCarthyism and the students will be studying the Red Scare of the 1940s and 1950s. In our class, we will focus the discussions on the choices the townspeople make and whether or not John Proctor and the other accused did the right thing by standing by their values. We will include exercises where the students can put themselves in the shoes of the accused to see what they would do in such situations. These discussions and activities will not only help students to think critically about the play, but will also

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allow them to reflect on their own beliefs of right and wrong. Furthermore, students can develop their skills at building an argument by examining the arguments made by characters in the play. We will read the play in class so the students can develop their play reading abilities as a group.

Along with *The Crucible*, we chose to include the short stories "The Lottery" by Shirley Jackson and "The Ones Who Walk Away From Omelas" by Ursula K LeGuin into our unit plan because both propose situations where individuals have the opportunities to take a stand against a wrongful act by society. Reading short stories also broadens the reading list for the students this quarter. "The Lottery" is a story about a small town and the lottery it holds every year. This lottery takes an unexpected twist at the end when the reader realizes the "winner" of the lottery gets stoned to death by their fellow townspeople and family. "The Ones Who Walk Away From Omelas," similar to "The Lottery," depicts a utopian society that can only exist by the suffering of one person. They townspeople of Omelas, keep a child locked away under the town without food, light, or companionship. It is required for every person in the village to go see this child and decide whether they can stay in the village knowing this child is suffering or leave Omelas. Both stories propose situations where individuals have the opportunity to take a stand or follow the crowd.

After reading these stories students will be able to recognize the prevalent themes, symbolism, foreshadowing, and irony that are critical to the reading of the stories. Both stories have very similar themes of tradition and customs, conformity, and violence; these themes all parallel with our overlapping themes for our unit. Understanding the symbolism, such as colors used within "The Lottery" and the lottery

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in general, is vital to the comprehension of the covert messages found in both stories. It is therefore crucial to address the symbolism used in both stories. The foreshadowing and irony is something that the students can look for as they read through the stories, but will be able to better see when reading through the stories a second time. It is important for our students to learn reading strategies such as this to help them better understand a text. The students will be able to discuss their findings in their personal analysis as well as their feelings on the story in an open and student-led discussion. After discussing the stories, the students will choose one character from either story and fight their stance in an essay. Students will also be given the opportunity to practice their speaking and persuasion skills in a student debate based on the character choose in their papers.

During this quarter we will also be working on a book project. The students will be separated into groups based upon which novel they choose to read from a list of books including: *Black and White* by Paul Volponi, *Anthem* by Ayn Rand, *The Chocolate War* by Robert Cormier, *Fahrenheit 451* Ray Bradbury, *1984* George Orwell, *Unwind* Neal Shusterman, *The Giver* Lois Lowry, *Brace New World* Aldous Huxley and *The Scarlet Letter* Nathaniel Hawthorne. The students will read the book together, set up their own timeline for reading, and journal to one another their thoughts on the book. They will then choose from a list of alternative book report projects that will allow the groups to use their creativity to express the knowledge they have gained from their readings. Alternative book reports not only provide teachers with the ability to judge whether students thought deeply about the text, but they also provide students a more enjoyable variety of assignments that they can choose from and the opportunity to

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acquire covert learning, meaning what they gained additionally from working on the assignment that they may not have gained by just reading the book.

One may criticize our selection of in-class readings due to the fact that they all feature the corrupted society “winning” over the individual. We do not want our students feeling that if they stand up for their beliefs they will be hanged like John Proctor or stoned like Mrs. Hutchinson. These stories just offer vivid pictures of what could happen when too many people follow the mob blindly. Our hope is that these dark tales will help illicit a strong response from our students, and that through discussions and activities their own moral codes will be positively impacted.

All semester we will be focusing on the decisions people make and the beliefs that guide their actions. The culminating activity for this unit will help students put into words their own set of beliefs and take a stand on an issue that is important to them. The students will be composing their own personal code of ethics, a list of the essential beliefs and values they wish to uphold in their lives. This will take a good amount of reflection and inner reasoning to complete. Next, they will select an important issue that deals with one of the values from their list. These issues can include anything from bullying to the destruction of a forest in their neighborhood. They will research this issue and present it in three formats: a research paper, a persuasive letter, and a poster. Writing research papers is an important skill, especially for college-bound students. This paper will help them develop that skill while writing about something they are truly interested in. The same goes for writing formal letters. The posters will be showcased in the halls of the school so the students will have a chance to make an impact on the others students in school. Our ultimate goal is that students will be able to walk away

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from this unit with not only a stronger grasp on the literary elements of the works we read, but also a stronger understanding of themselves, and that is one of the greatest tools we could ever give them.

Going Against the Grain: Standing Up For What's Right, Even If You're Standing Alone

Goals

- Students will be able to identify what ideas, beliefs, and values are important to them.
 - Students will be able to evaluate two sides of an argument.
 - Students will be able to construct a well-supported argument through self-exploration and research.
 - Students will be able to develop a running set of personal morals and ethics.
 - Students will be able to think critically about a play, a novel, and two short stories.
-

Major Projects and Assignments:

1. ***The Crucible* by Arthur Miller:** Argumentation is one way of standing up for your beliefs. Argumentation does not mean yelling and screaming at any person who does not agree with you, but rather being able to put into words the justifications and reasoning that support your claims. We will be beginning this unit by reading a play that tells the story of how a group of girls can rally the town to turn on some of its citizens to meet their own selfish goals. *The Crucible* is set in Salem during the time of the witch trials and offers a vivid picture of what can happen to good people if no one stands up for what is right. As we read we will analyze how the girls use argumentation to persuade others to do as they wish. Because plays are meant to be read aloud, we will be reading the entire play together in class. To practice reading plays **each student must volunteer to read at least twice before the play's end**. When reading students need to:
 - Read loud enough for the entire class to hear
 - Try to portray the correct emotions when needed (We will help guide you if you are unsure how to read a particular scene)

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- Stay in character. It is sometimes easy to laugh or turn a character into a farce when reading. We can still have a good time while reading but we must respect Miller's work and read the play seriously.

To help students think critically about the play, students will take notes on a worksheet which we will provide at the beginning of the reading. The worksheet will help students to focus on each character's motives and justifications for their actions. Students need to write them down as they come up in the play, along with the page number in case they need to reference it later.

Once we have finished reading we will hold our own courtroom trial in which the teacher will play judge. Students will be divided into groups and assigned roles as characters from the play or jury members. The groups assigned to characters will have to defend the actions of that particular character. Jury members will be responsible for coming up with questions to ask the characters during the trial to try to understand why they did what they did. This will be a fun way to start practicing your argumentation skills. For this assignment students need to:

- Listen to the questions and comments of others in order to participate in the trial.
- Stay true to the character from the play. This means you cannot just recreate the story to justify your actions. Your comments must come from your understanding of the play.
- Use appropriate argumentation techniques, including the use of counter-arguments, providing support for your claims, and others. These will be discussed in class prior to the trial.
- Be a good group member. This means fully participating in the decisions of the group and doing your share of the work. Each member of the group will have to do a review of their partners as a part of their reflection.
- Write a one to two page reflection paper after the trial in which you decide who had the strongest arguments and why, as well as a reflection on your own performance in the trial.

Authors sometimes use their stories to make a statement about something, such as love, politics, or religion. Movies also can accomplish this task. Sometimes watching a film version of a novel or play can help gain a better understanding of the play. Other times the film version will completely change your views on the messages the author was trying to put forth. After reading the play and having our mock trial, we will then watch the film version of the story to see which medium did a better job of reaching the audience. For this assignment students are required to do the following:

- Students will compare and contrast the movie and the film versions of *The Crucible*. Fold a piece of paper "hot-dog style" so it is divided into two columns. At the top of the left column write Play and on the right side write Movie. Every time you notice something in the movie that does not coincide with what happened in the play write it down in the right column.

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Afterwards, go back to the text and write down in the left column what really happened in the play or write “was not in play.”

- Once we finish the movie, students will write a one to two page paper about which they felt was better and why. **Consider: Which medium had more of an effect on you? What scenes or dialogue were left out of the movie or added to it and what effect it had? Was the message the same in both the text and in the movie?** Remember to support your answers as much as possible. Do not just say “The movie was better because I liked it.” Instead use complete thoughts as in “The film version was more effective in getting its message across because...as shown in the scene...” This assignment should be handed in stapled to the completed notes from the movie and handed in one week from the day we finish the film.

- 2. Short Stories:** Students will read the short stories “The Lottery” by Shirley Jackson and “The Ones Who Walk Away From Omelas” by Ursula K LeGuin. “The Lottery” is a story about a small town and the lottery it holds every year. This lottery takes an unexpected twist at the end when the reader realizes the “winner” of the lottery gets stoned to death by their fellow townspeople and family. “The Ones Who Walk Away From Omelas,” similar to “The Lottery,” depicts a utopian society that can only exist by the suffering of one person. They townspeople of Omelas, keep a child locked away under the town without food, light, or companionship. It is required for every person in the village to go see this child and decide whether they can stay in the village knowing this child is suffering or leave Omelas. Both stories propose situations where individuals have the opportunity to take a stand or follow the crowd.
 - a. Students will read the stories at home and come to class prepared to discuss their views on the story in a student-led discussion.
 - b. After discussing the two stories as a class, the students will be asked to choose a character in one of the two stories and fight their stance in essay form using support from the text. They will write the essay in class, and finish it for homework.
 - c. Students will also take part in a debate based on the characters they chose for their “Taking a Stance” essay. Students will be put into groups based on their character, and each group will have time to prepare an argument and debate against their fellow students.
- 3. Alternative Book Report:** In order for the student to meet the unit goal of thinking critically about a text, specifically a novel in this case, each student will be completing an alternative book report. This assignment is meant to help the student learn to work collaboratively in a group setting as well as increase their understanding of what happens when people do not stand up for what they believe in. This assignment will be discussed at the beginning of the semester to ensure that each group has ample time to set up meetings and complete the project on time. Students will also be given a few days of class time to work together. The requirements of this assignment are as follows:

- The students' will listen to the teacher book-talk each novel and then each student will write down the top three novels they are interested in. The teacher will create the groups based on the students' choices (there may be more than one group reading the same novel)
- Each student is to keep a journal (either a spiral notebook or composition notebook with the title of the novel on the outside cover), headed the appropriate way (Name, Date, Chapter), with detailed responses for *each* chapter of their chosen novel. At times the teacher will provide the topic or suggest topics otherwise it is the student's responsibility to provide a thoughtful response to each chapter. The journals may be collected randomly to check for completion and thoughtfulness, so be sure to keep up on your entries.
- Collaboratively students will design a project (PowerPoint, science fair board, Myspace/Facebook, diorama, year book, game, etc) to display their understanding/interpretation of the novel and the encourage other students' to read their novel (the ending should **NOT** be given away in the project)
- Each student will complete an evaluation form about their contributions to the group as well as each group members. Your group members will **NOT** see these evaluations, so it is crucial that you are honest.

****EACH MEMBER OF THE GROUP WILL EARN THE SAME GRADE UNLESS DISCUSSED IMMEDIATELY WITH THE TEACHER, NO EXCEPTIONS****

4. Culminating Project- "I Believe In..." and Taking a Stand Projects: All semester we will be focusing on the decisions people make and beliefs that guide their actions. Along the way, we will be asking you what you believe, what you value, and what you want to stand up for in your lives. This project will help students to formulate their own code of ethics and take a stand on an issue that is important to them. This will be accomplished through the following:

- Students will construct a Personal Code of Ethics. This will be a list of the essential beliefs and values you wish to uphold in your lives. This assignment has no length requirement; it just needs to show that you put a good amount of time and thought into it.
- Students will select one issue that they feel strongly about, research it, and present their stand on it three ways:
 - a) Students will write a 4-6 page persuasive research paper on their topic. Students must use at least three different sources in their research and at least two of these cannot be websites.
 - b) Students will write a formal letter to a person involved with the issue, persuading them to take action (For example if you are taking a stand that schools should have healthier lunches you could write a letter to the principal or school board)
 - c) Students will design a poster displaying information about their topic in an attempt to persuade others to stand with them on the issue. These posters will be showcased in the halls of school.

The projects will be graded according to the work put into them and their power to urge people to follow their stand.

Standing Up for What's Right: Even if You are Standing Alone

Introductory Lesson

Day One

Defining One's Beliefs, Morals and Values



Standing Up for What's Right: Even if You are Standing Alone

Defining One's Beliefs, Morals, and Values

1. Objectives:

- Students will be able to identify their own personal set of beliefs, morals, and values
- Students will be able to evaluate what it means to take a stand
- Students will be able to think critically about why standing up oneself and others is important.
- Students will articulate their definition of belief and moral

Objectives for ESOL students

***Note: This is an Honors Course so we most likely would not have any PP or EP students. If somehow a PP or EP student is placed in our class, a separate assignment may need to be made to accommodate them.**

- Pre-Production: Students will be able to look up the words: belief, moral, and value in the dictionary and write out the definitions.
- Early Production: Students will be able to look up the words: belief, moral, and value in the dictionary and write out the definitions.
- Speech Emergence: Students will be able to identify their own personal set of beliefs, morals, and values.
- Intermediate Fluency: Students will be able to identify their own personal set of beliefs, morals, and values. They will also be able to evaluate what it means to take a stand.

2. Sunshine State Standards

- LA.910.1.6.1 - use new vocabulary that is introduced and taught directly
- LA.910.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

3. Materials

- Copies of Handout
- Paper
- Pens or Pencils

Additional Materials for ESOL students

- Dictionaries

4. Lesson Sequence

- Lead In: Pass out handouts for students to complete before beginning the lesson. Students will have 15 minutes to complete.
- Teacher explicit instruction:
 - *What:* This is an introductory activity to the unit on standing up for what's right, even if you're standing alone.
 - *Why:* By thinking critically about their own personal set of morals, beliefs, and values the students will be able to evaluate what it means to take a stand.
 - *Feedback as class:* We will gauge how well the students understand the ideas by the amount of participation and the answers they offer.
 - *Independent Work:* Students will complete the handout at the beginning of class.
 - *Feedback in small groups:* Students will work together with their small groups to discuss their answers. We will walk around and listen to their conversations and check on their progress.
 - *How:*
 1. Students will complete the handout (10-15 minutes)
 2. In their small groups students will discuss their answers to the questions, and discuss where they think they get their morals, beliefs, and values from. (10-15 minutes)
 3. As a class, we will go over the prevalent ideas each group discussed. (15-20 minutes)
 4. At the end of the class we will take a private survey in which the students will keep their heads on their desks and raise their hands to answer. (5 minutes)We will ask them:
 - Have you ever had the opportunity to stand up for someone but chose not to?
 - Have you ever been the victim of an attack and wished someone would have stood up for you?

5. Assessment and Assessment Criteria

- Students will be assessed based on their completion of a list of morals, beliefs, and values, thoughtfulness of definitions and answers, critical thought put into the discussion of standing up for oneself and their participation in the lesson.

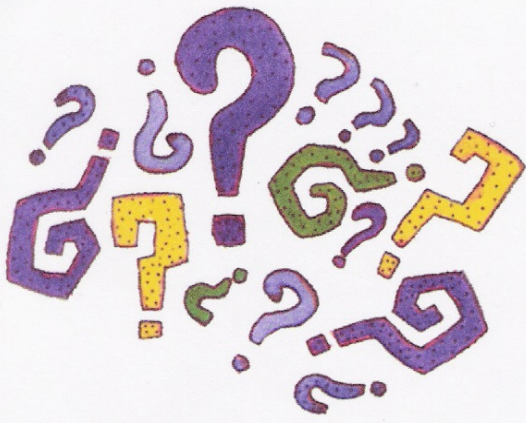
Assessment for ESOL students

- *Pre-Production-* Student looked up and properly defined their words.
- *Early Production-* Student looked up and properly defined their words.
- *Speech Emergence-* Student completed a list of morals, beliefs, and values; and attempted to participate in the class discussion.

- *Intermediate Fluency*- Student will be assessed the same way as the regular students in the classroom.

6. Lesson Plan Extensions and Modification Ideas

- Give the students more time to discuss if needed
- Have extra words for the ESOL students to look up if they finish early.



- Define belief, moral, and value in your own terms.
- Where do you get your beliefs morals and values? How are they influenced ?
- Have you ever had the opportunity to stand up for someone and you didn't ?
- Have you ever been the victim of an attack and wished someone had stood up for you?
- What does it mean to you to take a stand ?
- Please make a list of your personal morals and values.
(Keep this safe in your binder because we will be revisiting it throught the unit)



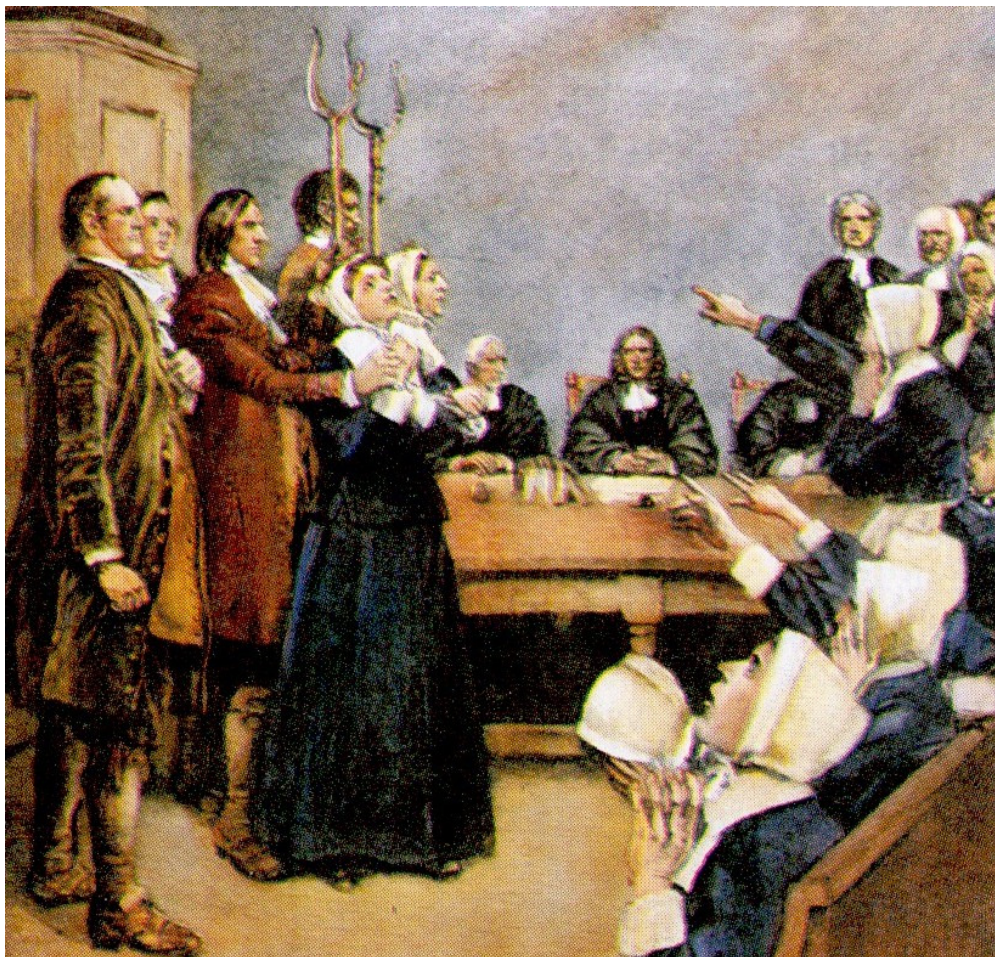
The Crucible

The following lesson plans will be used over the course of three weeks.

Week One: Introduction and Reading of *The Crucible*

Week Two: Completion of the Reading and Preparation for the Trial

Week Three: The Trial



Source: <http://www.greatkat.com/03/salemwitchtrials.html>

Standing Up for What's Right: Even if You are Standing Alone

Introduction to *The Crucible*

1. Objective:

- Students will be able to tap their prior knowledge on the Salem Witch Trials.
- Students will be able to expand on their previous knowledge together as a class.
- Students will be able to draw connections between the stand people refused to take during the witch trials and stands they may have refused in their own lives.

Objectives for ESOL students

***Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production: Students will be able to look up the key words for the unit and write out the definitions.
- Early Production: Students will be able to look up the key words for the unit and write out the definitions.
- Speech Emergence: Students will be able to listen to the discussion and answer yes or no to specific questions we ask them.
- Intermediate Fluency: Students will be able to participate in class discussion.

2. Sunshine State Standards

- LA.1110.1.7.1 – Students will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
- LA.1110.1.7.2 – Students will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning

3. Materials

- Overheads and/or handouts with facts about the Salem Witch Trials
- Copies of *The Crucible* for the class
- Website for Homework: <http://www.nationalgeographic.com/salem/>

Additional Materials for ESOL students

- Dictionaries
- Handout with key words for the units and pictures

4. Lesson Sequence

Standing Up for What's Right: Even if You are Standing Alone

- Lead In: KWL and then discussion
 - We will begin the class with students doing a KWL chart on the Salem Witch Trials. After about 5 minutes, we will come together as a class and see what we already know. Facts and ideas from the students will be compiled on the board. Afterwards, we will go over the overhead on important facts about the Salem Witch Trials so students can get a good background on what was happening around the time of the play. Toward the end of the facts we will focus on how people could have taken a stand to stop the witch trials. The students will then have 5 minutes to write about a time where they could have taken a stand but didn't. If any students want to share what they wrote, they may.
- Teacher explicit instruction:
 - *What:* This part of the lesson is to introduce students to the world in which the play will be happening. We will teach them how to identify situations where people need to take a stand by giving them this historical example. We will also be preparing them to be able to read the play.
 - *Why:* By going over these things before starting the reading the students will have a better chance of understanding the play because a) they will not get caught up with *how* to read a play, b) they will already know some of the background of the story and c) we can get them to start thinking about what it means to stand up for what is right and how a corrupt society can keep people from doing so.
 - *Feedback as class:* We will gauge how well the students understand the ideas by the amount of participation and the answers they offer.
 - *Independent Work:* Students will complete the KWL Chart on their own at the beginning of class.
 - *How:*
 5. KWL Chart and Discussion as described above (15-25 minutes)
 6. We will ask if anyone has ever read a play before, which plays, and what they like about plays. We will then hand out the books and start looking at *The Crucible*. (5-10 minutes)
 7. Review of how plays are set up, i.e. stage directions, character descriptions, etc. We will also go over how we will be reading the play as a class. This includes reviewing proper play reading etiquette and handing out and going over the worksheet that they will be completing. (10-15 minutes)
 8. If there is time, sign up volunteers to read the roles the following day.
 9. Homework: Students will go to <http://www.nationalgeographic.com/salem/> and experience the "Salem Witchcraft Hysteria." This website takes them through the story and makes them one of the accused. It is an excellent overview of what they will be reading in the play. Students will

go through the tutorial and then write a one page reflection on the experience.

5. Assessment and Assessment Criteria

- Students will be assessed based on their participation in the discussions and the completion of the homework assignment.

Assessment for ESOL students

- *Pre-Production*- Student looked up and properly defined their words.
- *Early Production*- Student looked up and properly defined their words.
- *Speech Emergence*- Student listened and answered yes or no questions when asked.
- *Intermediate Fluency*- Student participated fully in the class.

6. Lesson Plan Extensions and Modification Ideas

- If there is time, this website has a lot of great activities and information that could be used to expand the lesson on the Salem Witch Trials:

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>

It includes a jeopardy game, warrants, letters, maps, and more.

- <http://www.curriculumunits.com/crucible/whunts/mccarthy2.htm>: This website contains great information about the ties between *The Crucible* and McCarthyism. Our students will get this information through their history class, but it could be incorporated more into our class if there was more time. There is also a great page with questions about the play which could be used for quizzes or additional worksheets if desired.
-

Name _____ Date _____ Period _____

K

What do you **KNOW**
about the Salem Witch
Trials?

W

What do you **WANT** to
know about the Salem
Witch Trials?

L

What did you **LEARN**
about the Salem Witch
Trials?

Homework: Experience the Salem Witch Trial Hysteria

- Go to <http://www.nationalgeographic.com/salem/>
- Complete the tutorial
- Write a one page reflection on the experience. Consider:
 - How did it feel to be accused?
 - What did you learn?
 - What surprised you?

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 - What did you learn?
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The Dead

**Nineteen accused witches were hanged on
Gallows Hill in 1692:**

| | | |
|------------------------|---------------------------|------------------------|
| June 10 | | September 22 |
| Bridget Bishop | | Martha Corey |
| | August 19 | Mary Eastey |
| | George Burroughs | Ann Pudeator |
| July 19 | Martha Carrier | Alice Parker |
| Rebecca Nurse | John Willard | Mary Parker |
| Sarah Good | George Jacobs, Sr. | Wilmott Redd |
| Susannah Martin | John Proctor | Margaret Scott |
| Elizabeth Howe | | Samuel Wardwell |
| Sarah Wildes | | |

**One accused witch (or wizard, as male
witches were often called) was pressed to
death on September 19 when he failed to
plead guilty or not guilty:**

Giles Corey

Other accused witches died in prison:

**Sarah Osborn
Roger Toothaker
Lyndia Dustin
Ann Foster**

(As many as thirteen others may have died in prison.)**

****sources conflict as to the exact number of prison deaths**

Source: http://www.law.umkc.edu/faculty/projects/ftrials/salem/ASAL_DE.HTM

Standing Up for What's Right: Even if You are Standing Alone

Causes for the Outbreak of Witchcraft Hysteria in Salem

- 1. Strong belief that Satan is acting in the world.**
 - a. "The invisible world": disease, natural catastrophes, and bad fortune attributed to work of the devil
- 2. A belief that Satan recruits witches and wizards to work for him.**
 - a. Prior witchcraft cases in New England (and Europe before)
- 3. A belief that a person afflicted by witchcraft exhibits certain symptoms.**
 - a. Cotton Mather's *Memorable Providences*
 - b. Most symptoms can be feigned
- 4. A time of troubles, making it seem likely that Satan was active.**
 - a. Smallpox
 - b. Congregational strife in Salem Village
 - c. Frontier wars with Indians
- 5. Stimulation of imaginations by Tituba.**
- 6. Convulsive ergotism, a disease caused by eating infecting rye that can produce hallucinations, causing strange behavior? (Interesting theory, but unlikely.)**
- 7. Teenage boredom.**
 - a. No television, no CDs, and lots of Bible reading
 - b. Strict and humorless Parris household
- 8. Magistrates and judges receptive to accusations of witchcraft.**
 - a. See as way to shift blame for their own wartime failures
 - b. Admission of spectral evidence
- 9. Confessing "witches" adding credibility to earlier charges.**
- 10. Old feuds (disputes within congregation, property disputes) between the accusers and the accused spurring charges of witchcraft.**

Source: http://www.law.umkc.edu/faculty/projects/ftrials/salem/ASAL_DE.HTM

THE SALEM WITCH TRIALS

- Took place in Salem, Massachusetts in 1962
- Hundreds were accused, including:
 - Poor people
 - Land owners
 - Eccentrics
 - Upstanding citizens
 - Mostly women
- Approximately **25 people died** as a result of the hysteria
 - 19 were hanged
 - 1 was tortured to death for refusal to enter a plea at his trial
 - At least 5 died in prison while awaiting trial
 - The youngest victim to be accused was Dorcas Good; she was *four years old* and was driven mad by the experience; her younger sibling died in prison while waiting for their mother to be tried and hanged

Source: http://www.law.umkc.edu/faculty/projects/ftrials/salem/SAL_CRU.HTM

Historical Accuracy of the play

Although *The Crucible* is based off true events, Miller did alter certain aspects when making the play. For example, the play focuses most of the cause of the accusations around the affair between Abigail Williams and John Proctor. The true Abigail Williams was actually only 11 years old at the time of the trial and John Proctor was at least 60, making such a relationship very unlikely. There were also more girls involved in making the accusations and more judges involved in the trials and such.

Miller himself said,

"The play is not reportage of any kind [n]obody can start to write a tragedy and hope to make it reportage what I was doing was writing a fictional story about an important theme."

Source: http://www.law.umkc.edu/faculty/projects/ftrials/salem/SAL_CRU.HTM

Discussion:

Could the hysteria been stopped and lives saved?

Why didn't people stand up against the injustices?

Fear

Personal Gain

For the next 5 minutes please write about a time when you could have stood up for someone/something but you chose not to.

Why didn't you take a stand?

If you could go back and do it all again would you act differently?

Reading of *The Crucible*

1. Objective:

- Students will be able to read a play out loud as a class.
- Students will be able to think critically about a play as they read.
- Students will be able to fill out a worksheet about the characters as they read.

Objectives for ESOL students

***Note: This is an Honors Course so we most likely would not have any PP or EP students. If somehow a PP or EP student is placed in our class, a separate assignment may need to be made to accommodate them.**

- Speech Emergence: Students will be able to read along with the class and answer yes or no questions about the play.
- Intermediate Fluency: Students will be able to participate in class discussion, read along with the class, and complete the worksheet.

2. Sunshine State Standards

- LA.1110.1.7.1 – Students will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
- LA.1110.1.7.2 – Students will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning

3. Materials

- Copies of the Crucible for the class
- Worksheet

Additional Materials for ESOL students

- List of characters in the play

4. Lesson Sequence

- Lead In: Each day we will begin with a Quickwrite that has to do with the point we left off at in the play and a quick review of where what is happening. **See Discussion Topics on separate page. **
- Teacher explicit instruction:
 - *What:* We will be reading the play aloud as a class.

- *Why:* Plays are meant to be heard or seen. Reading it aloud will help the students to visualize what is happening and become involved with the story.
- *Feedback as class:* As we go we will ask questions to make sure the students are on track. Students are also encouraged to ask questions on things they do not understand or just want to know more about.
- *Feedback in small groups:* At the end of each class students will be given 5 minutes to confer with their small groups to compare their worksheet notes and add to them if necessary.
- *How:*
 1. Students will complete the quickwrite and volunteers will share their responses with the class. (5-10 minutes)
 2. Students will volunteer for the roles they wish to read (These roles will change daily.) (5 minutes)
 3. As a class we will read as much of the play as possible each day. Individually students will work on filling out their worksheets as we go. (Approx. 30 minutes)
 4. Students will confer in small groups to make sure they didn't miss anything on their worksheets. (5 minutes)

5. Assessment and Assessment Criteria

- Students will be assessed based on their in class discussions, as well as their ability to read correctly according to what we reviewed as proper play reading etiquette. The worksheet will be assessed for completion, as it is mostly an aid for the following assignment.

Assessment for ESOL students

- *Speech Emergence-* Student followed along well and was able to answer yes or no questions about the play.
- *Intermediate Fluency-* Student will be assessed the same way as the regular students in the classroom, except that they can be excused from the reading aloud if necessary.

6. Lesson Plan Extensions and Modification Ideas

- Students could act out a scene of their choosing in class. This gets them familiar with plays at a whole new level and allows them to get a deeper connection with whichever character they portray.
- Witch-Hunt: Mysteries of the Salem Witch Trials by Marc Aroson: This is a great book made for teenagers about the trials. This could be used either as an additional text built in to the lessons, or just additional reading for any interested student.
- We did not feel necessary to include tests or quizzes for this text because the students will need an in depth understanding of the play to participate in the discussions and the trial. If, however, you feel the need to add such quizzes questions are included.

(See Additional Review Questions) Those questions could also just be used as quick checks for comprehension as you read.

Possible Discussion Questions for Each Act

Act One:

- *What is your initial impression of Abigail? Should she be trusted? How do others seem to feel about her?*
- *In this act we see Abigail and the girls as the ones partaking in witchcraft, yet they are not the ones who eventually get put to death. What do you think is going to happen to keep them out of the hot seat and in favored light?*
- *Putnam keeps pushing Parris to have a formal investigation to find any witchcraft going on. Isn't this strange since his daughter is one of the girls who may have been partaking in the witchcraft and his wife admitted to asking Tituba to conjure spirits? What could be his motives for this?*
- *Notice how Rebecca is treated. She is respected and has a certain amount of authority in the town. Yet we know she becomes a victim. How do you predict that may happen?*
- *We already see Proctor beginning to take a stand when he threatens to join any anti-Parris group. Considering what is happening, was this a silly move by Proctor?*
- *Tituba is a major player in what happens here. What ulterior motives may she have for naming names and such? (She is a slave, so maybe it is a reach for power.)*

Act Two:

- *Elizabeth asks John to take a stand against Abigail by telling what she said about their dancing in the woods. Why does Proctor refuse? What does he have to lose?*
- *Mary has a chance to do the right thing. What is she afraid of? Should she be afraid? What would you do if you were Mary?*
- *Reverend Hale is not a stupid man. He begins to see the complexities of the situation. What does he have to lose if he begins questioning the accused?*
- *What evidence do any of the accusers have against their accused?*

Act Three:

- *Proctor submits a petition with NINETY-ONE signatures confirming the good character of Rebecca, Elizabeth, and Martha but it counts for nothing. What do the judges and Parris have to lose if they side with Proctor?*
- *Giles submits more evidence and is arrested for it! What evidence would be good enough? Is there any evidence that would be good enough?*
- *Why does Elizabeth lie about her reasons for firing Abigail? What does this show us about her character?*

- *Discuss Hale's turn-around. When did he realize he lost control? Is there anything he could do now to stop what is happening?*
- *Is there anything ANYONE could do now to stop what is happening?*
- *Note how easily Mary is turned from doing the right thing. How strong of an influence is fear in stopping someone from standing for what is right? When else have we seen behavior like this in real life?*
- *Have you ever gone with the crowd for fear that you would be persecuted if you didn't?*

Act Four:

- *What does Hale say is happening to the farms in the town? How is this reflective of what is happening politically?*
- *Giles is often thought of as a hero. Do you agree? Did he make a strong stand? Was it an important one?*
- *Why won't the judges admit they are wrong? Is it really better that more innocent people die?*
- *Do you think Proctor is doing the right thing by not confessing? What is to be gained from that act? What does his final stand say?*

Writing Prompts for *The Crucible*

Source: <http://www.curriculumunits.com/crucible/assign/openendedquestions.htm>

1. One of the themes that this play explores is the fact that people can give into their fear and superstition. When people succumb to this fear they often act unlike themselves. Describe an event or situation from your own experience where this theme applies.
2. Another theme that this play illustrates is how rumor is harmful and how well meaning people often participate in rumor making and spreading without realizing what the consequences could possibly be. Describe an event or situation from your own experience where this theme applies.
3. One of the reasons Arthur Miller wrote this play was because of an historical event in American history. No, not the witch trials of Salem, but the movement in the 1950's led by senator Joe McCarthy to seek and identify members of the Communist Party that he felt were trying to overthrow the government. This movement ruined many innocent people because of its drive to seek what it thought to be the truth no matter who was hurt in the process. Write about another historical event that might be considered similar to this one, that is, doing what is right no matter who it hurts or how badly people are hurt.
4. Many of the characters go through changes because of the intensity of the play. In fact the title of the play, crucible, means a severe test or trial. Write a character study on one of the main characters which discusses his or her change or lack of change in the play.
5. At the end of the play, Reverend Hale insists that John Proctor's design to hang instead of admitting that he was consorting with the devil is an act of excessive pride or stubbornness. As the old saying goes, sometimes people do "bite of their nose to spite their face." Do you think that Proctor's last act was an act of excessive pride or honor? Please explain your choice.
6. Consider that old saying; "Bite off your nose to spite your face." Consider what it does mean and then describe an incident or event from your personal experience which illustrates this saying.

Additional Review Questions From:
<http://www.curriculumunits.com/crucible/assign/wscruchtm.htm>

Act I

1. Why has Reverend Parris sent for a doctor as the play begins?
2. What advice does the doctor send back?
3. What does Parris question his niece Abigail about?
4. What is Parris' main concern?
5. What did Parris see in the woods the previous night?
6. What has Elizabeth Proctor said about Abigail?
7. Why does Abigail say she was dismissed by the Proctors?
8. What rumors have circulated the town about Betty Parris? What proof later occurs that "proves" that she is a witch?
9. Why did Mrs. Putnam contact Tituba?
10. Who does Abigail accuse of conjuring spirits at this point?
11. What does Betty Parris reveal about what happened in the woods?
12. What threat does Abigail make to the other girls?
13. What happened in the past between John Proctor and Abigail? How do each of them feel about it now?
14. What is the function of Rebecca Nurse in the play?
15. How does John Proctor feel about Reverend Parris?
16. What is the dispute between John Proctor and Thomas Putnam?
17. Why is Reverend Hale in Salem?
18. What does Giles Corey reveal to Reverend Hale?
19. When Abigail is questioned by Reverend Hale, who does she blame? What proof does she offer?

20. What ultimatum is Tituba given?
21. Who does Tituba accuse of being a witch?
22. Why does Abigail start accusing people at this point?
23. Why does Betty Parris start accusing people?

Act II

1. At the beginning of this act, John Proctor says, "It is winter in here yet." Why is this pertinent to what is going on?
2. Why has Mary Warren disobeyed her employers and gone to Salem?
3. What did Abigail Williams reveal to John Proctor? Elizabeth reminds him of this.
4. Why hasn't John told the court what he knows? What does Elizabeth attribute his not telling to?
5. What lie did John Proctor tell to Elizabeth which makes her more suspicious of him?
6. What news does Mary Warren reveal to John and Elizabeth about the trials?
7. How does Mary Warren behave towards her employers?
8. What does Mary Warren mean when she says, "I saved her life today!"?
9. What does Elizabeth realize when she finds out that she has been accused?
10. What does Elizabeth ask John to do?
11. Why does Reverend Hale visit the Proctors?
12. How does John Proctor respond to questions about why he has not been to church?
13. What does Reverend Hale ask Proctor to do?
14. Discuss the meaning of "Adultery, John." (page 67)
15. What information does John Proctor reveal to Reverend Hale?
16. What does Reverend Hale want John to do with this information?
17. Why does Elizabeth say that she doesn't believe in witches at this point?

- 18.What news does Giles Corey reveal to the Proctors and Reverend Hale?
- 19.What has Rebecca Nurse been accused of?
- 20.Why has Martha Corey been accused?
- 21.Why do Ezekial Cheever and Marshal Herrick arrive at the Proctor home?
- 22.Explain why Cheever is both astonished and afraid when he finds the poppet with the needle in it?
- 23.What does John ask Mary Warren to do?
- 24.Why is Mary so afraid to do as he asks?
- 25.Why does Mary Warren warn John about testifying against Abigail?
- 26.What does John decide to do?

Act III

- 1.As this act opens, what accusation does Giles Corey make?
- 2.What news do we learn about Rebecca Nurse?
- 3.When John Proctor arrives at court with Mary Warren, what does Reverend Parris accuse him of?
- 4.What two pieces of evidence are brought out against Proctor in regard to his Christian nature?
- 5.What news does Danforth tell John Proctor about Elizabeth? What deal does he try to make with him?
- 6.What is going to happen to the 91 people who signed the testament stating a good opinion of Elizabeth, Martha Corey, and Rebecca Nurse?
- 7.Discuss "Do that which is good , and no harm shall come to thee." (pg 95)
- 8.What is Giles Corey's proof that Thomas Putnam is "reaching out for land."? Why won't he reveal his source?
- 9.What happens to Giles Corey?
- 10.What is Reverend Hale's advice to John Proctor as he is about to read his disposition before the court?

- 11.What does Danforth think Mary Warren's appearance in the court might be?
- 12.When Mary Warren says that she pretended to faint in court, what is she asked to do? What is the result?
- 13.What does Abigail do when suspicion that she might be pretending falls on her?
- 14.What does John Proctor do to discredit her?
- 15.Who is called to back up John's testimony? What happens?
- 16.What happens when Reverend Hale states that Abigail has always seemed false to him?
- 17.What is Mary Warren's reaction to Abigail's performance?
- 18.What does John Proctor mean when he says, "God is dead!"?
- 19.What does Hale do when Proctor is arrested?

Act IV

- 1.Why has Reverend Hale returned to Salem?
- 2.What is Reverend Hale advising the condemned to do?
- 3.What does Reverend Parris reveal about his niece Abigail?
- 4.What is the condition of Salem at this point?
- 5.How does Andover differ from Salem?
- 6.How do the proposed hangings of Rebecca Nurse and John Proctor differ from the past executions?
- 7.What does Reverend Parris want Danforth to do?
- 8.What does Reverend Hale want Danforth to do?
- 9.What does Reverend Hale mean when he says,"there is blood on my head!"?
- 10.Why does Danforth refuse to postpone the hangings?
- 11.What do Hale and Danforth request of Elizabeth Proctor?
- 12.What happened to Giles Corey?

13. What is John's excuse for confessing?
14. What is Elizabeth's proof that John is a good man?
15. How has Elizabeth changed since we first met her?
16. After John confesses, what does Danforth want him to do?
17. Discuss, "I am John Proctor! You will not use me!"
18. What does Hale attribute Proctor's willingness to hang to?
19. What does Elizabeth attribute it to?

Acts I and II:

1. As the play opens Rev. Parris is questioning his niece. What is he questioning her about and what exactly is his real concern?
2. Explain in detail the relationship of John Proctor, Elizabeth Proctor, and Abigail Williams.
3. What is the function of Rebecca Nurse in the play?
4. Exactly why is Rev. Hale in Salem?
5. a) Why does Abigail Williams accuse people at the end of Act I?
b) Why does Betty Parris accuse people?
6. List the conflicts that are introduced in Act I. Which do you think is the major conflict? Give reasons for your answers.
7. List the major characters introduced in Act I. Identify each and write a one sentence description of his or her personality.
8. Why doesn't John Proctor tell the court immediately what he knows concerning what has been happening?
9. Give three reasons for Elizabeth's suspicions concerning her husband.
10. What does Mary Warren mean when she exclaims, "I saved her life today"?
11. When Elizabeth is taken away in chains, John Proctor tries to convince Mary Warren to testify against Abigail. a) What does Mary Warren warn him will happen if he testifies against Abigail?

b) What does he eventually decide to do and why?

Acts III and IV:

12. What two pieces of evidence regarding his Christian nature are presented against Proctor?

13. Discuss the phrase "Do that which is good, and no harm shall come to thee."

14. a) What accusation does Giles Corey make about Thomas Putnam.

b) What proof does he have?

c) What is he then asked to do because of that accusation?

d) Why does he refuse, and what happens to him because of that refusal?

15. Explain how Danforth decides to test John's accusation of Abigail and discuss the irony of what happens.

16. What does John Proctor mean when he says, "God is dead"?

17. a) Discuss why Rev. Hale returns to Salem.

b) What he has been doing in Andover, and what he is now advising the condemned to do and his reasons for doing so.

18. a) Why does John Proctor finally decide to confess? b) How does he rationalize his decision?

c) What is Elizabeth's reaction to that decision?

19. What is meant by "There is blood on my head"?

20. Discuss "I am John Proctor! You will not use me!"

Name:
Period:
Date:

The Crucible

While we are reading I want you to be paying special attention to the actions each character makes and why they are doing them. You will be needing this information later when you will be taking a stand for or against one of the characters.

DO NOT FORGET TO PUT PAGE NUMBERS SO YOU CAN REFERENCE IT LATER. Feel free to use the back if you need more room.

Act One

| Character: <i>Who did it?</i> | Action: <i>What did they do?</i> | Justification: <i>What reason do they give for their action?</i> <i>What is the real reason for their action?</i> |
|---|--|--|
| | | |

Standing Up for What's Right: Even if You are Standing Alone

Act Two

| Character: <i>Who did it?</i> | Action: <i>What did they do?</i> | Justification: <i>What reason do they give for their action?</i> <i>What is the real reason for their action?</i> |
|---|--|--|
| | | |

Act Three

| Character: <i>Who did it?</i> | Action: <i>What did they do?</i> | Justification: <i>What reason do they give for their action?</i> <i>What is the real reason for their action?</i> |
|---|--|--|
| | | |

Act Four

| Character: <i>Who did it?</i> | Action: <i>What did they do?</i> | Justification: <i>What reason do they give for their action?</i> <i>What is the real reason for their action?</i> |
|---|--|--|
| | | |

Name:

Date:

Period:

Vocabulary Words for *The Crucible*



Trial

Definition:



Accusation

Definition:



Witchcraft

Defintion:



Execution

Definition:



Plea

Definition:



Reverend

Defintion:

CHARACTER LIST FOR *THE CRUCIBLE*

Source: <http://www.sparknotes.com/lit/crucible/characters.html>

John Proctor - A local farmer who lives just outside town; Elizabeth Proctor's husband. A stern, harsh-tongued man, John hates hypocrisy. Nevertheless, he has a hidden sin—his affair with Abigail Williams—that proves his downfall. When the hysteria begins, he hesitates to expose Abigail as a fraud because he worries that his secret will be revealed and his good name ruined.

Abigail Williams - Reverend Parris's niece. Abigail was once the servant for the Proctor household, but Elizabeth Proctor fired her after she discovered that Abigail was having an affair with her husband, John Proctor. Abigail is smart, wily, a good liar, and vindictive when crossed.

Reverend John Hale - A young minister reputed to be an expert on witchcraft. Reverend Hale is called in to Salem to examine



Source: <http://www.conference2004.jjay.cuny.edu/theater/Graphics/crucible.jpg>

Parris's daughter Betty. Hale is a committed Christian and hater of witchcraft. His critical mind and intelligence save him from falling into blind fervor. His arrival sets the hysteria in motion, although he later regrets his actions and attempts to save the lives of those accused.

Elizabeth Proctor - John Proctor's wife. Elizabeth fired Abigail when she discovered that her husband was having an affair with Abigail. Elizabeth is supremely virtuous, but often cold.

Reverend Parris - The minister of Salem's church. Reverend Parris is a paranoid, power-hungry, yet oddly self-pitying figure. Many of the townsfolk, especially John Proctor, dislike him, and Parris is very concerned with building his position in the community.

Rebecca Nurse - Francis Nurse's wife. Rebecca is a wise, sensible, and upright woman, held in tremendous regard by most of the Salem community. However, she falls victim to the hysteria when the Putnams accuse her of witchcraft and she refuses to confess.

Francis Nurse - A wealthy, influential man in Salem. Nurse is well respected by most people in Salem, but is

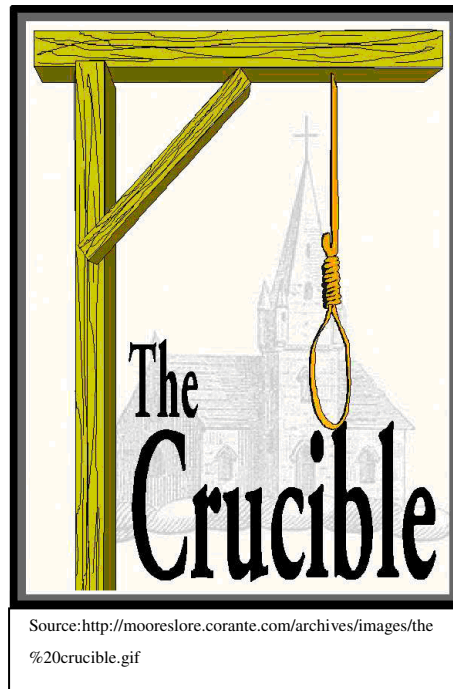
an enemy of Thomas Putnam and his wife.

Judge Danforth - The Deputy Governor of Massachusetts and the presiding judge at the witch trials. Honest and scrupulous, at least in his own mind, Danforth is convinced that he is doing right in rooting out witchcraft.

Giles Corey - An elderly but feisty farmer in Salem, famous for his tendency to file lawsuits. Giles's wife, Martha, is accused of witchcraft, and he himself is eventually held in contempt of court and pressed to death with large stones.

Thomas Putnam - A wealthy, influential citizen of Salem, Putnam holds a grudge against Francis Nurse for preventing Putnam's brother-in-law from being elected to the office of minister. He uses the witch trials to increase his own wealth by accusing people of witchcraft and then buying up their land.

Ann Putnam - Thomas Putnam's wife. Ann Putnam has given birth to eight children, but only Ruth Putnam



survived. The other seven died before they were a day old, and Ann is convinced that they were murdered by supernatural means.

Ruth Putnam - The Putnams' lone surviving child out of eight. Like Betty Parris, Ruth falls into a strange stupor after Reverend Parris catches her and the other girls dancing in the woods at night.

Tituba - Reverend Parris's black slave from Barbados. Tituba agrees to perform voodoo at Abigail's request.

Mary Warren - The servant in John Proctor's household and a member of Abigail's

group of girls. She is a timid girl, easily influenced by those around her.

Betty Parris - Reverend Parris's ten-year-old daughter. Betty falls into a strange stupor after Parris catches her and the other girls dancing in the forest with Tituba. Her illness and that of Ruth Putnam fuel the first rumors of witchcraft.

Martha Corey - Giles Corey's third wife. Martha's reading habits lead to her arrest and conviction for witchcraft.

Ezekiel Cheever - A man from Salem who acts as clerk of the court during the witch trials. He is upright and determined to do his duty for justice.

Judge Hathorne - A judge who presides, along with Danforth, over the witch trials.

Herrick - The marshal of Salem.

Mercy Lewis - The servant in Thomas Putnam's household. Mercy belongs to Abigail's group of girls.

The Art of Argument

Introduction:

Like language itself, argument is something you have known nearly your entire life. The first time you tried to talk your parents out of making you go to bed, you were arguing. Every time that you try to convince someone that something is true or persuade someone to listen to what you have to say, you are engaging in argument. In this lesson, students will pair up with a neighbor and create their own argument for a topic of their choice, and then respond to their partner's claim.

1. Objective:

- Students will tap into prior knowledge and learn what an effective argument consists of.
- Explain what makes a "good" philosophical argument.
- Students will then work to create an effective argument.

Objectives for ESOL students

***Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production: Students will be able to look up vocabulary terms and use proper punctuation, etc.
- Early Production: Students will be able to look up vocabulary terms and use proper punctuation, etc.
- Speech Emergence: Students will be able to participate with their groups.
- Intermediate Fluency: Students will be able to determine what constitutes an effective argument and point out the necessary factors.

2. Sunshine State Standards

- LA.910.1.6.5 - relate new vocabulary to familiar words;
- LA.910.3.5.3 - sharing with others, or submitting for publication.
- LA.910.4.3.2 - include persuasive techniques.
- LA.910.5.2.4 - use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
- LA.910.6.3.1 - distinguish between propaganda and ethical reasoning strategies in print and non-print media.

3. Materials

- Paper, Pens/Pencils
- Dictionary
- Argumentation Worksheets (provided)
- <http://www.youtube.com/watch?v=pWe7wTVbLUU>
(Youtube link on President Obama's "More Perfect Union" speech)

Additional Materials for ESOL students

- Introductory vocabulary worksheet

4. Lesson Sequence

What: We will learn how to create an effective persuasive argument, using suggestive worksheets, an internet clip featuring Barack Obama, and peer review.

Why: Learning the techniques of persuasion are important for students to represent themselves and the things that they want to take a stand for.

How:

- Discuss with the class about how persuasive writing can take many forms including essays, letters, advertisements, and speeches.
- Ask students to think about the presidential election, and whether they listened to the candidates give a speech. Talk about why people make speeches. Specifically discuss campaign speeches and their purpose (i.e., to try to convince or persuade people to vote for or support a particular candidate).
- Play a short clip of Barack Obama's "A More Perfect Union" speech (<http://www.youtube.com/watch?v=pWe7wTVbLUU>) and ask the class:
 - What was effective about the speech?
 - What persuasive techniques did they notice?
 - What did they find particularly effective?
- Split the class up into pairs (or groups of three if there is an odd number)
- Students will choose a topic from a list on the board, and write a 1 page persuasive essay either pro/con.
- Students will share with their group member(s) and then write a counterpoint to their argument.

Standing Up For What's Right: Even If You Are Standing Alone

- Reconvene and discuss what they found effective in each other's essay.

5. Assessment and Assessment Criteria

- Students will be assigned points based on participation in the class discussion.
- Students will also be assigned points based on the completion of both their persuasive argument essay **and** for their reply to another student.

6. Homework/Extension of Lesson

- Search online for any particularly effective speech.
- Also search for a poster or essay.
- Compare the two mediums using a Venn Diagram
- Then write two paragraphs on which medium was more effective and why.

Works Cited links

- http://www.readwritethink.org/lesson_images/lesson829/Argument-Propaganda.pdf
(Good table on deciding what is argument, persuasion, and propaganda)
- http://www.readwritethink.org/lesson_images/lesson414/checklist.pdf
(Student checklist for a persuasive essay)
- http://www.readwritethink.org/lesson_images/lesson414/rubric.pdf
(Rubric for a persuasive essay)

Characters on Trial: *The Crucible*

1. Objectives:

- Students will be able to utilize argumentation strategies to defend or attack characters.
- Students will be able to listen to the arguments of others to form rebuttals and conclusions.
- Students will be able to evaluate two sides of an argument.

Objectives for ESOL students

- Pre-Production: Students will be able to
- Early Production: Students will be able to look up the key words for the unit and write out the definitions.
- Speech Emergence: Students will be able to .
- Intermediate Fluency: Students will be able to help their group in creating their arguments and presenting them to the class.

2. Sunshine State Standards

- LA.1110.5.2.1 - select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- LA.1110.5.2.2- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
- LA.1110.5.2.3 - use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
- LA.1110.5.2.4 - use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message;

3. Materials

- Podium
- Large Sheet Paper
- Markers
- Chairs and tables
- Direction Sheet
- Reflection Sheet

Additional Materials for ESOL students

Standing Up For What's Right: Even If You Are Standing Alone

- Dictionaries
- Handout with key words for the units and pictures

4. Lesson Sequence

- Lead In: While reading the play did you want to stand up and fight for John Proctor? Did you want to give Abigail a piece of your mind? Well now you may get your chance. With this activity we are going to decide who the real bad guy is. Was all of the turmoil caused because of John Proctor's indiscretion? Is Abigail just a manipulative, power-hungry shrew who will trample over anyone who conquers her path? Could the blame be put on the Judges who passed judgment despite having clear evidence of witchcraft? Did the Putnams propel everything forward, past the point of no return with their accusations? What about Abigail's girls who were just too scared to stand up to Abigail? Each of these characters shares some of the guilt, but which is the true villain of the story?
- Teacher explicit instruction:
 - *What:* In groups, students will put together defenses or offenses for characters from the play and present them in a mock trial in class.
 - *Why:* This will help students to understand the characters and their situations better. It will also offer a chance to practice argumentation skills in a low-stress environment (because they are in groups and it is a fictitious situation). Finally, it will verify if the students understood the play as we read it and offer those who had trouble with it a second chance to review what happened in a group setting.
 - *Work in groups:* Students will work in groups of 4 or 5 to develop their case for their client (unless they are the Jury/Prosecutors). Within each character group there will be the following roles:
 - *The Character-* One person will be selected to act as the character themselves. (In the case of multiple characters some group members may have multiple roles.)
 - *The Lawyer-* This person is the main speaker for the defense of each character.
 - *The Recorder-* This person will take notes and write on the big sheet of paper the important points they want to make in their plea.
 - *The Encourager-* This may be one or two people; these people are responsible for keeping the group focused and making sure everyone is doing their parts. They also must be very involved in the brainstorming and idea generating process.
 - *Feedback in small groups:* We will monitor the groups as they work, making sure to be available to answer questions and keep the groups on track as we walk around.
 - *How:*

Day 1

10. Explanation of how the trial will work. (5-10 minutes)

11. Students will choose names from a hat which will determine their place in the trial. (*Note: If you have ESOL students in your class you may need to be careful which groups they end up in; be sure to pair them with students who can help them achieve their best work) The groups are: The Jurors/Prosecutors, John Proctor, Abigail Williams, Judge Danforth and Judge Hawthorne, Abigail's Girls, and The Putnams (5-10 minutes)
12. Groups will assign roles within the group and begin brainstorming their ideas.

Day 2

13. Character groups will prepare a 5 minute presentation where they will defend their client's actions as best they can.
14. The Jurors/Prosecutors will think of questions that they would want to ask each of the characters to determine their guilt or innocence. One Juror will also serve as time keeper during the trial- they will time the groups with a stop watch and make sure to politely stop the groups when their time is through.

Day 3

15. The room will be set up in a special arrangement to better fit the trial activities. (Suggestion: One long table or row of tables at the front where the teacher and Jurors can sit, a podium facing that table/row where the speakers can stand, and groups of desks or individual tables set up surrounding the other side for each of the character groups. **This set up should be done prior to class as it would waste time setting it up when the students are there.**)
16. Each character group will stand up and give their presentation to the Jury and then sit down. Order should be determined before the trial begins and posted on the board so everyone knows what is going on. As each group goes they may build off of what the previous group has said to further develop their own arguments. (25-30 minutes)
17. After every group has said its piece the Jury/Prosecutors will be allowed to ask them questions to further investigate the character's motives. (10 minutes)
18. Finally, each group is given one minute to place their closing statements. (5 minutes)
19. Before leaving students will be given a sheet of directions for their homework: a reflection on who they felt won the trial and why.

Day 4

20. Jurors will deliver their verdict and we will have a debriefing. Students can share what they had written in their reflections as well as their feelings from the trial. We will discuss:

- a. Who had the most successful argument and why.
- b. What they learned from the experience in terms of preparing and delivering an argument.

5. Assessment and Assessment Criteria

- Students will be assessed based on their use of argumentation techniques, their ability to actively listen to other's presentations, and their successfulness at taking a stand for their characters.

Assessment for ESOL students

- *Pre-Production*- Student looked up and properly defined their words.
- *Early Production*- Student looked up and properly defined their words.
- *Speech Emergence*- Student completed their definitions and sentences.
- *Intermediate Fluency*- Student will be assessed the same way as the regular students in the classroom, except that they can be excused from the speaking for the group if necessary.

6. Lesson Plan Extensions and Modification Ideas

- If there is more time this activity can be expanded so there is more back-and-forth debate between the characters.
- Students could also work on costuming for each part and building a more elaborate trial set in the classroom.

Character Group
Client: John Proctor



Group Roles

John Proctor:
Lawyer:
Recorder:
Encourager(s):

*Make sure to include plenty of support for what you are saying.
Remember to keep your argument concise. You only have 5 minutes to
give your side.

Character Group
Client: Abigail Williams



Group Roles

Abigail Williams:
Lawyer:
Recorder:
Encourager(s):

*Make sure to include plenty of support for what you are saying.
Remember to keep your argument concise. You only have 5 minutes to
give your side.

Standing Up For What's Right: Even If You Are Standing Alone

Character Group
Client: Judge Danforth and Judge Hawthorne



Group Roles

Judge Danforth:
Judge Hawthorne:
Lawyer:
Recorder:
Encourager(s):

*Make sure to include plenty of support for what you are saying. Remember to keep your argument concise. You only have 5 minutes to give your side.

Character Group
Client: The Putnams



Group Roles

Ann Putnam:
Thomas Putnam:
Lawyer:
Recorder:
Encourager(s):

*Make sure to include plenty of support for what you are saying. Remember to keep your argument concise. You only have 5 minutes to give your side.

Standing Up For What's Right: Even If You Are Standing Alone

Character Group
Client: Abigail's Girls



Group Roles

(Note: You do not have to have every girl from the gang represented. You may select one or more to portray. Just put their names in the space provided.)

Girl One _____:

Girl Two _____:

Girl Three _____:

Lawyer:

Recorder:

Encourager(s):

*Make sure to include plenty of support for what you are saying.
Remember to keep your argument concise. You only have 5 minutes to give your side.

Trial Reflection

The testimonies have been read, the questions have been answered. So how do you think it went?

Write a reflection on your experience today. It can be hand-written or typed and should be 1-2 pages. Things to consider when you are writing:

- Who gave the strongest argument during the trial?
- Why were they the most successful?
- How successful do you feel your group did?
- What could have made your presentation stronger?

Fill out the form below to give an evaluation for your group members. Rate them on the scale of 1-5, 1 meaning they hardly helped at all and 5 meaning they were a terrific group member. Please cut the sheet at the line and attach to your reflection paper.

Group Evaluation

Evaluator:

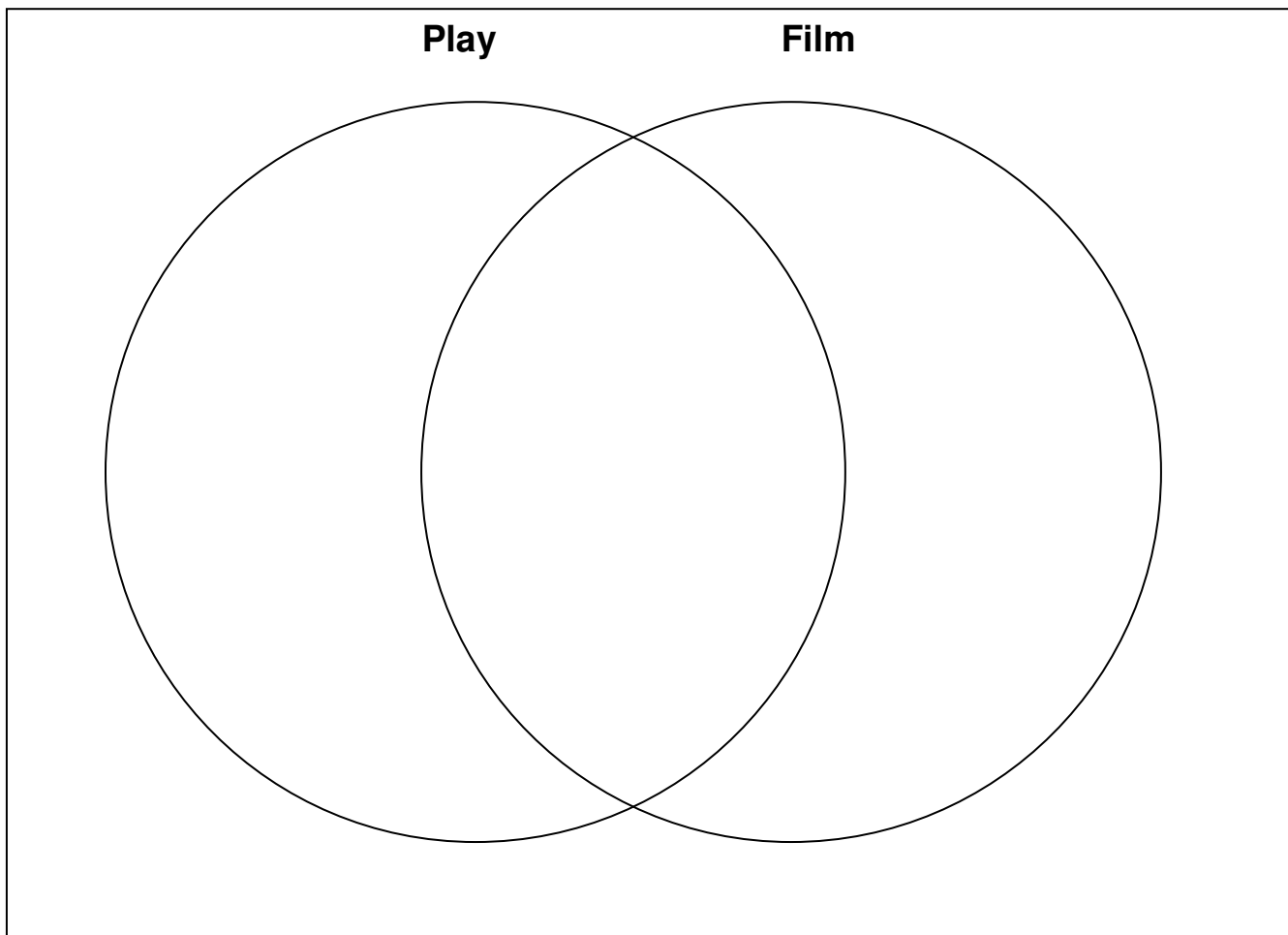
Group:

| | | | | | |
|--------------------|---|---|---|---|---|
| Group Member _____ | 1 | 2 | 3 | 4 | 5 |
| Group Member _____ | 1 | 2 | 3 | 4 | 5 |
| Group Member _____ | 1 | 2 | 3 | 4 | 5 |
| Group Member _____ | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Optional Extra Credit Assignment: Comparing the Film to the Play

The Crucible



1. Which medium did you find more effective at portraying the story? Why?
2. What scenes in the film helped you better understand the story?
3. Did you notice any difference in the portrayal of characters between the play and the film?

Standing Up For What's Right: Even If You Are Standing Alone

Short Stories

The following lesson plans will be used during the first week in December.

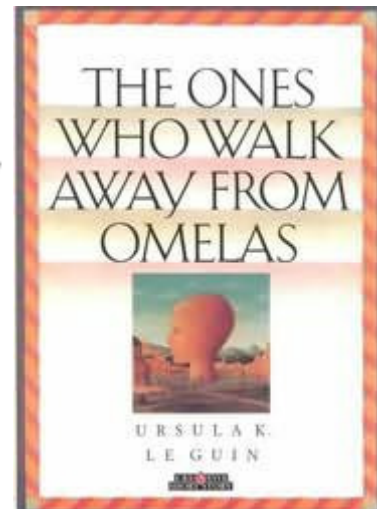
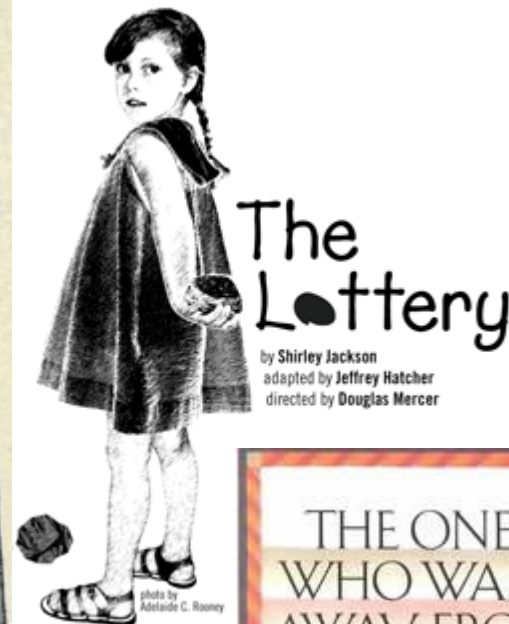
Day 1: Intro to Short Stories

Day 2: "The Lottery" by Shirley Jackson

Day 3: "The Ones Who Walk Away From Omelas" by Ursula K. Leguin

Day 4: Taking a Stance Paper

Day 5: Debate



Sources: http://www.theactingcompany.org/images/Lottery_logo_300pix.jpg,
blog.paxholley.net/tag/lists/, <http://philosophyforchildren.blogspot.com/2008/09/>

Standing Up For What's Right: Even If You Are Standing Alone

Writing Activities: Week 4

“The Lottery”

What would you do if you lived in this town? Would you continue to partake in the lottery? Why or why not?

(Pair-Share Activity)

“The Ones Who Walk Away From Omelas”

Would you stay or leave Omelas? Why?

(Pair-Share Activity)

Taking a Stance Essay (2-3 pages)

Choose a character from one of the two short stories and fight their stance in essay format using support from the text.

If the Lottery: Why are they still participating in this ritual? What happens if they win the lottery? What do they think of the ritual?

If Omelas: Why do they stay? Why do they walk away? What is the purpose of the suffering child?

****You do not have to agree with their stance. You will be graded based on the persuasiveness of your argument and the proof provided from the text.**

What is a Short Story?

1. Objectives:

- Students will be able to create a working definition of a short story
- Students will be able to identify the key features of a short story

Objectives for ESOL students

****Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production: Students will be able to look up the key words for short stories and write out the definitions.
- Early Production: Students will be able to look up the key words for short stories and write out the definitions.
- Speech Emergence: Students will be able to listen to the class discussion on what makes up a short story. Students will also be able to answer yes or no questions defining the key features in a short story.
- Intermediate Fluency: Students will be able to create a working definition of a short story and identify key features of a short story.

2. Sunshine State Standards

- LA.1112.5.2.1-demonstrate effective listening skills and behaviors for a variety of purposes
- LA.1112.1.6.3-use context clues to determine meanings of unfamiliar words

3. Materials

- White Board
- Expo Markers
- Paper
- Pens/Pencils
- "The Lottery" stories

Additional Materials for ESOL students

- Dictionaries
- Worksheet of Words to look-up

4. Lesson Sequence (and approximate times for each segment)

- Lead In: Have students write down what they think a short story is. Specifically have them give at least five characteristics found in a short story.
- Teacher explicit instruction:
 - *What:* This lesson is designed to allow students to create their own definition of a short story. It also is meant to help them recognize certain characteristics of a short story before they begin reading them in class.

Standing Up For What's Right: Even If You Are Standing Alone

- *Why:* Students will be able to better understand the short stories they read this week if they know what makes up a short story.
- *Feedback as class:* The class as a whole will create a working definition of a short story. Together they will discuss and analyze the different parts that make up a short story.
- *Independent Work:* Students will write their own ideas on what a short story is in the beginning of class.
- *How:*
 1. Independently, students will write what they think a short story is, including at least 5 characteristics that make up a short story. (5 minutes)
 2. As a class, students will raise their hands to submit their ideas on what makes up a short story. Writing these ideas on the white board, we will create a working definition that incorporates these ideas. (15 minutes)
 3. If a student's idea does not qualify as a short story characteristic, we will explain why and not write it on the board.
 4. Pass out copies of the short story "The Lottery" for students to read as homework before tomorrow's class.
 5. The remainder of the class time will be devoted to groups working on their alternative book reports. (30 minutes)

5. Assessment and Assessment Criteria

- Students will be assessed based on their participation in the discussion. Students who provide intelligent ideas and listen respectfully to others ideas will be given a grade of completion for the assignment. Students will keep their papers that included their ideas as well as the working definition the class came up for future use.

Assessment for ESOL students

- Pre-Production- Students will turn in their definitions for a grade.
- Early Production- Students will turn in their definitions for a grade.
- Speech Emergence- Students will be assessed on their active listening in the discussion by answering yes or no questions on the key features in short stories.
- Intermediate Fluency- Students will be assessed the same way as the regular students.

6. Lesson Plan Extensions and Modification Ideas

- Give more time to discuss as a class
- Have extra words for the ESOL students to look up if they finish early.

“The Lottery”

1. Objectives:

- Students will be able to think critically about the ethical issues found within the short story “The Lottery”
- Students will be able to identify various literary elements found within the short story “The Lottery”
- Students will be able to discuss ideas with a fellow student as well as with the entire class.

Objectives for ESOL students

****Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production: Students will be able to look up definitions based on “The Lottery”
- Early Production: Students will be able to look up definitions based on “The Lottery”
- Speech Emergence: Students will be able to identify various literary elements found within the story “The Lottery.”
- Intermediate Fluency: Students will be able to accomplish the same tasks as the regular students.

2. Sunshine State Standards

- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.2.1.7- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions.

3. Materials

Standing Up For What's Right: Even If You Are Standing Alone

- Pens/Pencils
- Paper
- “The Ones Who Walk Away From Omelas” stories

Additional Materials for ESOL students

- Dictionaries
- Worksheet of Words to look-up

4. Lesson Sequence (and approximate times for each segment)

- Lead In: Have students complete the writing activity that is written on the board:
What would you do if you lived in this town? Would you continue to partake in the lottery? Why or why not? What ethical issues are at play here if any?
- Teacher explicit instruction:
 - *What:* This lesson is designed to allow students to think critically about the short story “The Lottery,” and give them the opportunity to express their opinions in writing.
 - *Why:* Students will be able to better identify their own morals and values by thinking critically about another short story with questionable ethics. They will also further develop their writing skills by completing the writing activity and sharing with a peer.
 - *Feedback as class:* The class as a whole will discuss literary elements used in the short story, and their purpose. Students will also work in groups of two pair-sharing their writing.
 - *Independent Work:* Students will complete the writing activity at the beginning of class.
 - *How:*
 1. Independently, students will write their responses to the writing prompt on the board. (10 minutes)
 2. In groups of two, students will pair-share their writing responses and discuss. (10 minutes)
 3. As a class, we will discuss the various literary elements found within the story and their significance to the text. Students will take notes on each literary element discussed. (30 minutes)
*Make sure to discuss: theme, foreshadowing, characters, and symbols if the students do not mention them.
 4. Pass out “The One Who Walk Away From Omelas” and assign to read as homework.

5. Assessment and Assessment Criteria

- Students will be assessed based on their participation in the discussion. Students who provide intelligent ideas and listen respectfully to others ideas will be given a grade of completion for the assignment.

- Students will also turn in their responses to the writing prompt. Students will be graded based on the critical thinking skills used in their writing, as well as the thoughtfulness of their responses.

Assessment for ESOL students

- Pre-Production- Students will turn in their definitions for a grade.
- Early Production- Students will turn in their definitions for a grade.
- Speech Emergence- Students will be assessed on their active listening in the discussion by answering yes or no questions on the literary elements found within the short story.
- Intermediate Fluency- Students will be assessed the same way as the regular students.

6. Lesson Plan Extensions and Modification Ideas

- Give more time to write their responses
- Give more time for class discussion
- Have extra words for the ESOL students to look up if they finish early.

“The Ones Who Walk Away From Omelas”

1. Objectives:

- Students will be able to think critically about the ethical issues found within the short story “The Ones Who Walk Away From Omelas.”
- Students will be able to identify various literary elements found within the short story “The Ones Who Walk Away From Omelas.”
- Students will be able to discuss ideas with a fellow student as well as with the entire class.

Objectives for ESOL students

****Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production: Students will be able to look up definitions based on “The Ones Who Walk Away From Omelas.”
- Early Production: Students will be able to look up definitions based on “The Ones Who Walk Away From Omelas.”
- Speech Emergence: Students will be able to identify various literary elements found within the story “The Ones Who Walk Away From Omelas.”
- Intermediate Fluency: Students will be able to accomplish the same tasks as the regular students.

2. Sunshine State Standards

- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.2.1.7- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions.

3. Materials

- Pens/Pencils
- Paper
- “The Ones Who Walk Away From Omelas” stories (extra)

Standing Up For What's Right: Even If You Are Standing Alone

- White board/expo markers

Additional Materials for ESOL students

- Dictionaries
- Worksheet of Words to look-up

4. Lesson Sequence (and approximate times for each segment)

- Lead In: Have students complete the writing activity that is written on the board:
Would you stay or leave Omelas? Why?
- Teacher explicit instruction:
 - *What:* This lesson is designed to allow students to think critically about the short story “The Ones Who Walk Away From Omelas,” and give them the opportunity to express their opinions in writing.
 - *Why:* Students will be able to identify their own morals and values by thinking critically about this short story. They will also further develop their writing skills by completing the writing activity and sharing with a peer.
 - *Feedback as class:* The class as a whole will discuss literary elements used in the short story, and their purpose. Students will also work in groups of two pair-sharing their writing.
 - *Independent Work:* Students will complete the writing activity at the beginning of class.
 - *How:*
 1. Independently, students will write their responses to the writing prompt on the board. (10 minutes)
 2. In groups of two, students will pair-share their writing responses and discuss. (10 minutes)
 3. As a class, we will discuss the various literary elements found within the story and their significance to the text. Students will take notes on each literary element discussed. (30 minutes)
*Make sure to discuss: theme, characters (or lack-there-of), and symbols if the students do not mention them.
 4. For Homework: Have students choose a character from either story. Since there are no specific characters in Omelas, tell students to choose whether they want to stay or leave Omelas.

5. Assessment and Assessment Criteria

- Students will be assessed based on their participation in the discussion. Students who provide intelligent ideas and listen respectfully to others ideas will be given a grade of completion for the assignment.
- Students will also turn in their responses to the writing prompt. Students will be graded based on the critical thinking skills used in their writing, as well as the thoughtfulness of their responses.

Assessment for ESOL students

Standing Up For What’s Right: Even If You Are Standing Alone

- Pre-Production- Students will turn in their definitions for a grade.
- Early Production- Students will turn in their definitions for a grade.
- Speech Emergence- Students will be assessed on their active listening in the discussion by answering yes or no questions on the literary elements found within the short story.
- Intermediate Fluency- Students will be assessed the same way as the regular students.

6. Lesson Plan Extensions and Modification Ideas

- Give more time to write their responses
- Give more time for class discussion
- Have extra words for the ESOL students to look up if they finish early.

Taking a Stance

1. Objectives:

- Students will be able to write an argumentative paper based on one of the two short stories discussed in class.
- Students will be able to think critically about specific aspects of a short story that correlates with their arguments.

Objectives for ESOL students

****Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production and Early Production: Students will be sent to computer lab to work on ESOL homework since no lesson will be taught today.
- Speech Emergence: Students will be able to write an outline of the significant events that happened in each story.
- Intermediate Fluency: Students will be able to accomplish the same tasks as the regular students.

2. Sunshine State Standards

- LA.1112.3.1.1- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.
- LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.
- LA.1112.4.3.1- write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments.

3. Materials

- Pens/Pencils
- Paper
- Extra copies of both “The Lottery” and “The Ones Who Walk Away From Omelas.”

Additional Materials for ESOL students

- Plot sequence worksheet

4. Lesson Sequence (and approximate times for each segment)

- Lead In: Ask students to take out a pen and paper, both short stories, and any notes they have taken on the discussions.
- Teacher explicit instruction:
 - *What:* This lesson is designed to allow students a chance to think critically

Standing Up For What's Right: Even If You Are Standing Alone

about a text and write a persuasive paper defending a character in the text.

- *Why*: Students will be able to evaluate two sides of an argument in an attempt to defend a character's decisions.
- *Independent Work*: Students will be writing their papers in class.
- *How*:

1. Inform student on the guidelines for the paper. (5 minutes)

- Choose a character from one of the two short stories and fight their stance in essay format using support from the text.

- *If the Lottery: Why are they still participating in this ritual? What happens if they win the lottery? What do they think of the ritual?*

- *If Omelas: Why do they stay? Why do they walk away? What is the purpose of the suffering child?*

****You do not have to agree with their stance. You will be graded based on the persuasiveness of your argument and the proof provided from the text.**

2. Allow students to brainstorm, organize, and begin writing their essay during class.

3. For Homework: Finish writing your paper and bring it to class tomorrow.

4. Last 5 minutes of class: Ask students to submit a paper that has their name and the character they choose on it. (This will allow the teachers to group students before the next class)

5. Assessment and Assessment Criteria

- Students will be assessed based on their performance during class. Students should be respectful of their peers by being quiet and focusing on their writing. Each student should have their paper started before the end of class.

Assessment for ESOL students

- Speech Emergence- Students will be assessed based on their completed worksheets. They are also assessed based on their behavior during class, it is essential that the room remain quiet while students are writing.
- Intermediate Fluency- Students will be assessed the same way as the regular students.

6. Lesson Plan Extensions and Modification Ideas

- Have students start revising their papers if they finish early.

Standing Up For What's Right: Even If You Are Standing Alone

Debate

1. Objectives:

- Students will be able to construct a well supported argument.
- Students will be able to recognize two sides of an argument.
- Students will be able to practice public speaking and persuasion skills.

Objectives for ESOL students

****Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production and Early Production: Students will be the “time keepers” and notify the students when their time is up for their speeches.
- Speech Emergence: Students will be able to participate in the debate.
- Intermediate Fluency: Students will be able to accomplish the same tasks as the regular students.

2. Sunshine State Standards

- LA.1112.5.2.1 - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations.
- LA.1112.5.2.4 - use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations.

3. Materials

- Pens/Pencils
- Paper
- Extra copies of both “The Lottery” and “The Ones Who Walk Away From Omelas.”
- Student’s “Taking a Stance” papers
- Set-Up Desks into groups based on characters. Assign each person to a group-bringing papers with students names on them.

Additional Materials for ESOL students

- Stopwatch

4. Lesson Sequence (and approximate times for each segment)

- Lead In: As students enter the class, tell them to find their names on the desks, and take a seat.
- Teacher explicit instruction:
 - *What:* This lesson is designed to allow students the opportunity to practice their public speaking and persuasion skills in a form of a debate. They will

Standing Up For What’s Right: Even If You Are Standing Alone

also be applying the knowledge they have gained throughout the week about the short stories.

- *Why:* Students will be able to showcase what they have learned this past week in a fun, non-threatening way.
- *Group Work:* Students will be working in groups based on the character they have chosen for their “Taking a Stance” papers. Then as a class, each group will debate one another.
- *Independent Work:* Students are required to bring their “Taking a Stance” papers, and help the group by telling them how they argued the character’s stance.
- *How:*
 1. Students should enter the class and find their seats based on their characters.
 2. Each group will collaborate their ideas by coming up with the best points from each paper and forming one argument for their character. (20 minutes)
 3. Each group will then get 5 minutes to present their case. Each member will have an opportunity to present at least one reason for their character’s actions. (20 minutes)
 4. As a class, we will vote on which group presented the best argument. The Omelas group will vote on the Lottery group and visa versa. (10 minutes)
 5. The groups that win will get 5 points extra credit to go towards their next test.

5. Assessment and Assessment Criteria

- Students will be assessed based on their performance during class. Those students who put forth effort in their groups and contribute will receive a completion grade. Group will also be assessed based on their arguments.
- If the argument is clear, persuasive, and provides textual support they will receive a passing grade.

Assessment for ESOL students

- *Preproduction & Early Production:* Will be assessed based on their classroom behavior and listening skills. Those students who are attentive and respectful to their peers will be given a satisfactory grade.
- *Speech Emergence & Intermediate Fluency:* Will be assessed the same as the regular students.

6. Lesson Plan Extensions and Modification Ideas

- Give students extra time during the debate to collaborate and speak.
- Bring extra work for ESOL students who do not want to participate in the debate or those students who are disruptive.

Discussion Questions

“The Lottery”

1. What rituals in our society are like “The Lottery?”
2. What values are present in or absent from this story?
3. Can we learn anything from their absence?
4. When is it right to go against the majority? How do we know?
5. What are our responsibilities as individuals?

Source: <http://www.ed.gov/offices.OVAE/AdultED/OCE/SuccessStories/Part3.html>

“The Ones Who Walk Away From Omelas”

1. Reviewing the definition of Utopia, how does LeGuin’s story dramatize the “double meaning” or “two sides of utopia,” a place of perfection and a place that does not exist?
2. How is this story an allegory to our own world?
3. What or who is the central symbol in this story?
4. How is the idea of the “scapegoat” relevant to this story?
5. Is this a “just” society? Why or why not?

Source: <http://faculty.delhi.edu/mckennmm/LITR%20110/Omelas.doc>

Alternative Book Report

**The following lesson will be introduced
during the third week, the day before
Thanksgiving break.**



Source: http://farm2.static.flickr.com/1173/1225274637_85fac883b1.jpg

Standing Up For What's Right: Even If You Are Standing Alone

Alternative Book Report

1. Objectives:

- The student will be able to work cooperatively in a group of peers by using his/her communication skills to contribute to the discussion and project plan
- The student will be able to read a novel and complete individual journal entries on each chapter

Objectives for ESOL Students:

***Note: This is an Honors Course so we most likely would not have any PP or EP students. If somehow a PP or EP student is placed in our class, a separate assignment may need to be made to accommodate them.**

Speech Emergence: The student will be able to read a novel specific to their level, pertaining to the same theme and complete a journal.

Intermediate Fluency: The student will be able to work cooperatively in a group to develop a project plan and contribute to the discussion, read the novel their group is reading, and complete a journal.

2. Sunshine State Standards:

LA.1112.1.5.1: adjust reading rate based on purpose, text difficulty, form, and style.
LA.1112.5.2.3: use research and visual aids to deliver oral presentations that inform, persuade, or entertain and evaluates one's own and other's oral presentations according to designed rubric criteria.

3. Materials:

- Group assignments
- Copies of each novel for each student in the group
- Examples of alternative book reports
- Example passages from reading journals
- Checklist of the specifics of the project for each student
- Overhead projector

Additional Materials for ESOL Students:

- Alternative novel for speech emergence

4. Lesson Sequence:

Lead-in: Think-Write: What kind of character traits would a character have if he/she were to stand up for either himself/herself or for a group of people? What would that person look like? How would you describe them? (5 minutes)

Standing Up For What's Right: Even If You Are Standing Alone

Teacher explicit instruction:

- o *What: This is an introductory lesson pertaining to the group project the students will be engaging in.*

- o *Why: This lesson allows the students' time to clarify any concerns they have about the project and allows the students' time to meet with their group members and begin thinking about potential projects.*

- o *How: The teacher will provide examples of previous years alternative book reports and model how to write a correct journal entry.*

- o *Independent Practice: The students' will actively listen to the book-talks done by the teacher and then rank their top three choices in order.*

- o *Feedback: The teacher will create groups and provide feedback to any questions or concerns the students' have.*

- o *How:*

1. Think-Write: What kind of character traits would a character have if he/she were to stand up for either himself/herself or for a group of people? What would that person look like? How would you describe them?

2. Inform the students that they are going to be working in groups with their peers to complete an alternative book report. Then explain what an alternative book report is (*anything that is not a paper-PowerPoint presentation, game, drawing, poster board, sculpture, poetry, etc.*) then show some examples that you have brought with you.

3. Ask if there are any questions; if so, answer them.

4. Then explain the details of the project (*a synopsis of the project will be in the syllabus but explain in detail again and pass out the checklist*)

5. Ask if there are any questions; if so, answer them.

6. Explain what the reading journal is (*a notebook of some sorts where you write a summary, personal thoughts, questions, or comments about each chapter*) and show examples of graded entries.

7. Model how to write a correct journal entry based off of a text that you have previously read (*complete as a collaboratively as a class*)

8. Ask if there are any questions; if so, answer them.

9. Explain the significance and importance of this project (*The novels you will be reading parallel the major theme in The Crucible and the novels present young adults as heroes, people like you. It is meant to cement the idea of how important it is to stand up for yourself and others when possible.*)

10. Explain to the students that you will be giving a book-talk (*a short synopsis of each novel*) and instruct them to listen carefully as they will be selecting three novels they are interested in; have them write them on a scrap piece of paper.

11. Begin the book-talks for each novel (*example book-talks for each novel can be found at the end of this lesson*)

12. Give the students' a minute to finish deciding on their novels and then collect the pieces of paper.

13. Explain that you will be creating groups based on their first and second choices of novels (*there can be more than one group reading the same novel; it will be interesting to see how each group interprets the text*)

14. Solicit questions or comments from the students.

Standing Up For What's Right: Even If You Are Standing Alone

15. Assign groups and pass out novels, allot the rest of the period to group work.

5. Assessment and Assessment Criteria:

Students will be assessed at the end of the semester by presenting their alternative book reports to the class. The presentation should be 10-15 minutes long. The students will be required to book-talk their novel, explain their project (*why they chose to create it*), and covert learning (*besides reading the book, what else did you learn? Research during the project? What came easy/hard? What did you take away from the project and novel? If I gave you a traditional test would you pass? Etc.*) **[Refer to rubric for specifics]**

Assessment for ESOL Students:

Speech Emergent: Students will be assessed on their journal entries and completion of their novel.

Intermediate Fluency: Students will be assessed on their presentation, book-talk, journal entries, and peer review.

Book List:

Black and White by Paul Volponi

Anthem by Ayn Rand

The Chocolate War by Robert Cormier

Fahrenheit 451 Ray Bradbury

1984 George Orwell

Unwind Neal Shusterman

The Giver Lois Lowry

Brave New World Aldous Huxley

The Scarlet Letter Nathaniel Hawthorne

Book Talk's

Black and White by Paul Volponi

Marcus and Eddie are the best of friends and their schools star basketball players. While Marcus is black and Eddie is white they never let any of the racial crud get in the way of their camaraderie. An unlucky night occurs and something horrible goes wrong and someone has to be held responsible. Will Eddie do the right thing or let the urban justice system win again?

Anthem by Ayn Rand

Can you imagine having your individualism taken away from you? Can you imagine being a street sweeper as opposed to being able to use the intelligence bestowed upon you? Would you consider stepping outside of this equality driven society or would you stay because that is what is *expected* of you?

Fahrenheit 451 Ray Bradbury

Imagine in the not too distant future that a firefighter's job is to not put *out* fires but to *start* them. Imagine that the very text book sitting on your desk would make you a criminal. In *Fahrenheit 451* this is *exactly* what happens.

The Chocolate War by Robert Cormier

Can you imagine being bullied to the point of being beaten up, pranks on your locker, and your entire school turning against you just for not selling chocolates? Welcome to Jerry Renault's freshman year of high school at the all boy's catholic high school. Would you endure what Jerry does just to not sell a candy bar; but is it really *just* a candy bar that Jerry is refusing?

1984 George Orwell

Do you remember the hit reality show called Big Brother? Well, imagine that time one hundred. Imagine having your most inner and private thoughts heard and evaluated? Imagine being *killed* over a mere thought? Winston Smith lives in a society where exactly that can occur.

Unwind Neal Shusterman

Unwind is about retroactive abortion, also known as harvesting human organs and appendages. There is a window of time during adolescence, 13-18 years old that a child's parents can choose to harvest their body parts. The main character, Connor is bound for Unwinding but manages to narrowly escape by causing a horrific traffic accident. While on the run Connor meets two other characters who are bound for Unwinding; together they overcome obstacles, fall face first into the hands of harvesting, and battle to stay alive.

The Giver Lois Lowry

Imagine living in a society where you apply for children, you're unable to fornicate, you don't have an individual birthday, and everything you do is under command of the "community". A utopian society always comes with a price, the price for Jonas is to become the single entity that bears the pain, horror, heartache, and memories of this society. Could you

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handle the physical and mental agony? Imagine what you would see and feel. What would you do?

Brave New World Aldous Huxley

How would you feel if the world you once dreamed of living in turned out to be not what you expected, a nightmare? Imagine a world that doesn't believe in love, marriage, commitment, or God. Does John conform to these values that he doesn't agree with or does he leave this society?

The Scarlet Letter Nathaniel Hawthorne

Imagine having committed adultery and then being forced to wear a letter A on your clothes informing everyone of your betrayal. Would you wear it or would you rip it off and refuse? Would you run away or would you stay and endure the humiliation? What about if the man you were involved with was a prestigious figure in the community and refused to come clean? Would you out him or suffer silently alone?

Alternative Book Report Checklist

- Finished the book
- Journal entries for each chapter
- Contributed to the project
- Evaluation of self
- Evaluation of group members

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- Evaluation of group members

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Alternative Book Report Resources

Volponi, Paul. (2005) Black and White. New York: Penguin Group. PP 185 (ISBN: 0-14-240692-9)

Rand, Ayn. (1966) Anthem. Caxton Press. PP 105 (ISBN: 978-0870041242)

Cormier, Robert. (1986) The Chocolate War. Laurel Leaf. PP 272 (ISBN: 978-0440944591)

Bradbury, Ray. (1987) Fahrenheit 451. Ballantine Books. PP 208 (ISBN: 978-0345342966)

Orwell, George. (1961) 1984. New American Library. PP 268 (ISBN: 978-0451524935)

Shusterman, Neal. (2007) Unwind. Simon & Schuster Children's Publishing. PP 352 (ISBN: 978-1416912040)

Lowry, Lois. (2002) The Giver. Laurel Leaf. PP 192 (ISBN: 978-0440237686)

Huxley, Aldous. (1998) Brave New World. Harper Perennial Modern Classics. PP 288 (ISBN: 978-0060929879)

Hawthorne, Nathaniel. (1981) The Scarlet Letter. Bantam Classics. PP 256 (ISBN: 978-0553210095)

I Believe In... Project

Week Five: Construction of Personal Code of Ethics

Week Six: Construction of Take a Stand Research Paper and Business Letter



Source: <http://heroworkshop.wordpress.com/>

Standing Up For What's Right: Even If You Are Standing Alone

Personal Code of Ethics

Introduction:

As members of a community, students are faced with ethical dilemmas almost daily: in school, family, and social settings. Not only is their personal life governed by standards, but professions of all different varieties have standards of ethics that may be written into your contract. Students need a basic understanding of their personal code of ethics in order to be successful while in school and in the outside world.

1. Objective:

- Students will tap into prior knowledge and work to construct their own personal code of ethics.
- Students will gain a better understanding on universal beliefs/values

Objectives for ESOL students

***Note: This is an Honors Course so we most likely would not have any PP or EP students.**

- Pre-Production: Students will be able to look up vocabulary terms and use proper punctuation, etc.
- Early Production: Students will be able to look up vocabulary terms and use proper punctuation, etc.
- Speech Emergence: Students will be able to participate with their group and create a shorter code of ethics.
- Intermediate Fluency: Students will be able to create their own personal code of ethics.

2. Sunshine State Standards

- LA.910.1.6.5 - relate new vocabulary to familiar words;
- LA.910.1.6.6 - distinguish denotative and connotative meanings of words;
- LA.910.3.5.3 - sharing with others, or submitting for publication.

3. Materials

- Handout from Introductory Lesson
- Writing materials

Additional Materials for ESOL students

- Introductory vocabulary worksheet

4. Lesson Sequence

Standing Up For What's Right: Even If You Are Standing Alone

What: Students are using the knowledge they have collected by reading the several stories over the unit to create their own personal code of ethics and will use this to assist them in their culminating project.

Why: In our overarching theme of standing up for what the student believes is right, developing a personal code of ethics helps the student realize what is truly important to them in their life and any issues that need a voice. This lesson also is important to the students' final projects because they will choose one of the values/beliefs represented in this assignment.

How:

- Through an open discussion with the students, define ethics as a class.
 - What is a working definition of ethics?
 - Are ethics and morals the same things?
 - How do ethics and morals influence personal and community values?
 - Are there some fundamental ethical principals that transcend all people?
- Write the examples, ideas and definition on the board.
- Include the ideas of values, beliefs, morals, principles, and the concept of right and wrong.
- During the discussion, make sure to include current events or ethical situations where students may discuss what they believe is the right thing to do.
- Individually have students construct their own personal code of ethics containing 5-7 items.
- Reconvene as a class and share each other's code of ethics.

5. Assessment and Assessment Criteria

- Students will be assigned points based on participation in the class discussion.
- Students will also be assigned points based on the completion of their personal code of ethics. Students must have at least 5 items on their list.

6. Homework/Extension of Lesson

- Refer to your introductory worksheet. Have you noticed any changes in your answers?
- Why it is important to use ethical behavior?
- Based on your list, choose a topic that deals with a value/belief from you personal code of ethics. Your topic will be expanded into your culminating project, so it should be based on a sound ethical principle or practice.

Standing Up For What's Right: Even If You Are Standing Alone

Works Cited links

- http://www.asme.org/Education/PreCollege/TeacherResources/Student_Reading_1_Ethics.cfm
- <http://www.wku.edu/gfcb/index.php?page=student-code-of-ethics>
(sample code of ethics from WKU)

Time to Take a Stand

1. Objectives:

- Students will be able to identify a topic that they want to take a stand on.
- Students will be able to research their selected topic, using at least three sources (two of which not being websites).
- Students will be able to write a research paper.
- Students will be able to write a persuasive, formal letter to someone involved with their cause.
- Students will be able to make a poster persuading others to take a stand with them.

Objectives for ESOL students

***Note: This is an Honors Course so we most likely would not have any PP or EP students. If somehow a PP or EP student is placed in our class, a separate assignment may need to be made to accommodate them.**

- Speech Emergence: Students will be able to select a topic and write a research paper and business letter with the help of the teacher.
- Intermediate Fluency: Students will be able to select a topic and write a research paper and business letter. They will also be able to present it to the class briefly.

2. Sunshine State Standards

- The student will prewrite by:
 - LA.1112.3.1.3- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- The student will draft writing by:
 - LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
 - LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant;
- The student will edit for correct use of:
 - LA.1112.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
 - LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;

- LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense;
- LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
- The student will:
 - LA.1112.4.2.2- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
 - LA.1112.4.2.4- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
- The student will:
 - LA.1112.4.3.1- write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments;
- The student will:
 - LA.1112.6.2.1- select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.

3. Materials

- Library Access
- Computer Lab Access
- Glue
- Scissors
- Markers
- Magazines
- Construction Paper
- Other Arts and Crafts Materials
- Copies of the MLA Handbook
- “Memory Refresher” Worksheet (*Note: This can be printed on the front and back of one page)
- Handout on How to Write a Business Letter (*Note: This can be printed on the front and back of one page)

4. Lesson Sequence

Standing Up For What’s Right: Even If You Are Standing Alone

For the purposes of this lesson please note:

This is the culminating activity for the unit and will take a full week to complete. Time will be needed in the Library and Computer lab for students to research and write their papers.

Students will be given a heads-up overview of the project the day before their presentations for their alternative book reports. They will be selecting the topics for these projects after constructing their Personal Code of Ethics (See other lesson plan for more information on that).

This is not the first research paper these students are writing, as they all had to complete one for their Honors World History class last year. Because of this only minimal refreshing is needed on how to write and research for a paper, rather than a full lesson.

- Lead In: As we learned earlier in this quarter, the best arguments are those that are well-supported. You all have had a chance to think about what is important to you and have selected topics that you would be willing to fight for. You will begin your fight by researching the topic to find information to support your cause. Your weapons will be words, so make sure you choose them wisely. Remember, these topics are things that you believe are worthy of being stood for; give them the support they need and the effort they deserve.

Day 1- In the Library

- Teacher explicit instruction:
 - *What:* Before diving into research, we will review some of the basics including: what is a good source, how to cite using MLA, and what is plagiarism.
 - *Why:* Writing research papers can be a difficult task for students who are not used to using anything other than their own thoughts in papers. To avoid errors and to keep them from inadvertently stealing the ideas of others, we need to refresh their memory on what to do and what not to do.
 - *Work in groups:* Students will work in groups of 2 or 3 to fill out the quick “Memory Refresher” worksheet on research papers. We will go over the answers as a class so the students have a chance to take notes on the correct answers.
 - *Individual Work:* Students will work individually on their research and writing their paper, but are free to help a friend whenever needed. We will also be around to help any student who is struggling.
 - *How:*
 1. In groups of 2-3, students will fill out the “Memory Refresher” worksheet. After about 5 minutes we will go over the answers, which are on the back, as a class so everyone has a chance to ask any questions they have. We will also have as many copies of the MLA handbook available for students who are still struggling to master the format. (5-10 minutes)

2. We will go the library and students will begin researching their topics and writing their papers. Encourage them to check out books that deal with their topics so that they can bring them home with them. As they are working, we will go to every student and find out their topic. If their topic does not seem valid, is inappropriate, or is otherwise lacking we will help them select a new topic based off of the values they listed in their Personal Code of Ethics. *Note: make sure you give a 5 minute warning before it is time to leave. Students often lose track of time when they are outside the classroom. Also, consider having flash-drives or floppy discs available for students to save their work to. (35 minutes)
3. We will return to the room and debrief about the progress they made in the library. Students should try to do more research at home that night. (5 minutes)

Day 2- In the Classroom and Computer Lab

- Lead In: (Teacher writes on board: Yo, Wut Up? LOL. G2G) All of you can probably understand what all that means. You use it to talk to your friends and maybe even relatives online. Text-talk is the newest slang. Now that kind of writing is fine in an informal setting. But what would happen if you wrote to your boss like that? Say you're a scientist and you are trying to get a grant from the government to do new research. Would they take you seriously if you wrote like that? When it comes to formal situations, like writing to a business or to someone you do not know, there is a special way of writing letters.
- Teacher explicit instruction:
 - *What:* Students will learn how to write a formal business letter.
 - *Why:* Being able to write a formal letter is an important skill for students to learn as they will most likely have to write several in their lives, either to an employer, their congressmen, or a business.
 - *How:*
 1. As a group, we will go over the handout on proper formatting for a Business Letter. (5-10 minutes)
 2. Students will brainstorm some ideas for their business letters including: who they will write to, what information they will need (evidence, addresses, statistics, etc.), and what the goal of their business letter will be. (5-10 minutes)
 3. We will head over to the computer lab to begin working on our business letters. (25 minutes)
 4. We will debrief and answer any questions that students may be having. I will hand back the graded rough drafts, if there were any. We will remind them that the following day will be their last research day in the library. Also, students have the opportunity to hand in a rough draft of their business letters

for us to look over while we are in the library the following day.
(5 minutes)

Day 3- In the Library

- Teacher explicit instruction:
 - *What:* Students will continue to work on their research papers.
 - *Why:* Allowing students to work on their papers during class time has a number of advantages. For one, it allows access to computers for students who may not have one at home to type their work up on. It also gives the student the opportunity to ask the teacher any questions that come up during the writing process so they do not end up stuck on a technicality. Finally, having students work on their papers in class means there is less for them to do at home. The less homework the students have the less stressed they will be and the more time they can dedicate to their personal lives and obligations.
 - *How:*
 1. Once the students arrive, we will answer any questions that they may have at that point. Student can also turn in their rough drafts for their business letter if they so choose. (5 minutes)
 2. Students will continue to work on their research papers for the remainder of the period. We will look over the rough drafts that were handed in, if there are any, but still remain available for any students struggling with their work. (40 minutes)
 3. Debrief: Once again answer any questions that have come up while working. Check to see what everyone's status is on their papers. Inform students that they will need to bring a copy of their rough drafts to class the following day so that we can do peer reviews. Also, they will have a chance to work on their posters a bit so they can bring any of those materials in as well. (5 minutes)

Day 4- In the Classroom

- Lead In: We are almost done our papers and they are all coming along very well I'm sure. Today we are going to tap into one of the greatest resources that you guys have available: your peers. You all have different writing styles, different talents, and different specialties. Getting a fresh set of eyes on your paper may help uncover flaws that tend to wiggle their way in through the writing process. Plus, you will get a chance to see what everyone else has been working on.
- Teacher explicit instruction:
 - *What:* Students will edit the papers of their peers.

Standing Up For What's Right: Even If You Are Standing Alone

- *Why:* All writers have editors. By allowing students to edit each other's papers they can get a fresh look from someone else on their paper, while practicing their grammar and other writing skills on other people's papers.
- *How:*
 1. Students will break into groups of 4 (or as close as possible depending on how many students are present that day). Students will arrange their desks so they are in clusters of 4. We will then give a different colored pen to each member of each group (red, green, blue, and orange). (2 minutes)
 2. First, students will pass their business letter to the person on their left. That person will edit the paper for errors in grammar and punctuation. When they finish, they will hand back the paper to the owner. (5 minutes)
 3. Next, the students will pass their research paper to the person on their right. This person will edit the paper checking only for errors in citations, including the works cited page. When they finish, they will hold on to the paper until the teacher gives the next direction. (5 minutes)
 4. Students will pass the paper they just edited to the right again. This person will be reading the paper and focusing on the flow of the paper. This includes checking for strong transitions and offering suggestions on paragraph placement. When they finish, they will hold on to the paper until the teacher gives the next direction. (5 minutes)
 5. The papers pass to the right again. This time the person will be looking at word choice in the paper. As they read they will circle words that they feel could be improved and offer suggestions. When they finish, they can hand the papers back to the author of the paper. (5 minutes)
 6. Students will have a few minutes to look over the suggestions and ask questions they may have over any of the comments. The different colored pens will help them to know who made what comment, making this part easier to accomplish. (5 minutes)
 7. The remainder of the class time will be spent working on the posters. As we transition into this we will ask, "What makes a good poster?" Suggestions would be: Eye-catching pictures, statistics, not too wordy, etc. Students are free to use any of the materials offered by the teacher. (15 minutes)
 8. Debrief and cleanup: Answer any final questions on the papers and make sure all the materials get put back neatly. (5 minutes)

Day 5- In the Library

- Teacher explicit instruction:
 - *What:* Turn in papers, share posters, and celebrate the end of the unit!
 - *Why:* The students worked hard for this unit and they deserve a celebration of their accomplishments
 - *How:*
 1. Papers should be handed in at the very beginning of class. (5 minutes)
 2. Each student will take a minute or two to show their posters and explain what they decided to take a stand on to the class. While they do this, can also snack on the cookies, cupcakes, or whatever other food we have provided for the celebration of their achievement. (30-35 minutes)
 3. Debrief: discussion on what they learned during this unit what they liked, what they didn't like, and what they wish was different about it and how. And then it is farewell until the New Year! (10 minutes)

5. Assessment and Assessment Criteria

- Students will be assessed based on their ability to research for their papers and then use that research to write an effective formal letter and research paper. In their papers we are looking for clarity, professionalism, and persuasiveness.

Assessment for ESOL students

- *Speech Emergence-* Student will be assessed based on the clarity and persuasiveness of their papers.
- *Intermediate Fluency-* Student will be assessed based on the clarity and persuasiveness of their papers and their ability to briefly present it to the class.

6. Lesson Plan Extensions and Modification Ideas

- If there is more time for this assignment I highly recommend having students turn in rough drafts of their writing to the teacher at least once to make sure they are on the right track before the final papers are due.
- Instead of writing a paper, teachers could have the students create some sort of project similar to the alternative book report used in a previous lesson. Students could design a PowerPoint, write a speech, paint a mural, or numerous other things in an attempt to make their stand on the issue.

Memory Refresher **Answer Guide**
A quick review of How to Write a Research Paper

True or **False**: All websites are valid sources and can be used without any consideration of where the website came from.

Tips for Good websites:

- Most websites that end in .edu, .gov, or .org are reputable sites
- If the website does not have an author or a date of when it was last updated, it is most likely not a good source

True or False: Any idea that comes from another person needs to be cited, even if you do not use a direct quote.

If you use someone else's ideas without giving them credit, **YOU ARE PLAGIARIZING!**

True or **False**: Sources listed on the works cited page should be in chronological order according to when they were published.

Sources should be organized alphabetically.

True or False: When using proper MLA formatting, in-text citations go at the end of the sentence in which the source is used.

It should look like the following:

According to Ms. Blanco, "citations are easy once you get the hang of it" (Blanco, 1).

True or **False**: My opinions are good enough without any support from experts or sources.

Unfortunately, in the academic world your opinions don't mean much without support from reputable sources. After all, as high schoolers you do not yet have the experience and expertise needed to make credible statements on many topics.

Memory Refresher

A quick review of How to Write a Research Paper.

True or False: All websites are valid sources and can be used without any consideration of where the website came from.

True or False: Any idea that comes from another person needs to be cited, even if you do not use a direct quote.

True or False: Sources listed on the works cited page should be in chronological order according to when they were published.

True or False: When using proper MLA formatting, in-text citations go at the end of the sentence in which the source is used.

True or False: My opinions are good enough without any support from experts or sources.

Writing Business Letters

Source: <http://writingcenter.gmu.edu/resources/handouts/businessletter.pdf>



A good business letter is brief, straightforward, and polite. If possible, it should be limited to one single-spaced typewritten page. Because it is so brief, a business letter is often judged on small, but important, things: format, grammar, punctuation, openings and closings. A business letter is not the place to try out fancy fonts or experimental writing styles.

There are two main styles of business letters:

Full block style: Align *all* elements on the left margin.

Modified block style: Down the middle of the page, align the return address, date, closing, signature, and typed name; align other elements on the left page margin.

Below are the elements of a standard business letter and their functions:

Return Address:

Your address (or the address of the company you represent). If you are using preprinted stationary, there is no need to retype the information.

Date:

Leave two blank lines after the return address. Always spell out the month and include the day, a comma, and the year.

Inside Address:

Leave two blank lines after the date. Then type the address of the person or company to whom you are writing.

Salutation:

Type *Dear*, followed by the person's name. End the line with a colon. If you don't know the name of the person, use a title instead (i.e., *Dear Editor*, *Dear Madam*).

Body:

Align your message on the left margin. Skip a line before starting a new paragraph, but do not indent the paragraph's first line. Make sure that each paragraph is clear and concise.

Closing:

Leave two lines of space after your last body paragraph, then use a conventional closing, followed by a comma (i.e., *Sincerely*, *Sincerely Yours*, *Respectfully*).

Signature:

Your signature should appear below your closing. Unless you have established a personal relationship with the person you are writing, use both your first and last name.

Name and Position:

Four lines after the closing, type your full name. Do not include a title (*Mr.* or *Mrs.*). If you are writing on behalf of an organization, type your title on the next line.

Abbreviations at the end of a letter:

If you send a copy of a letter to someone other than the person addressed, use *cc:* and the person's name. Use *Enc.* or *Enclosure* if you enclose something with the letter. If someone else types it, put the writer's initials in capitals, then a slash and the typist's initials in lowercase: *MT/fjr*. Just one abbreviation should appear on a line

Sample Business Letter

Source: <http://owl.english.purdue.edu/owl/resource/653/02/>

March 16, 2001

Ernie English
1234 Writing Lab Lane
Write City, IN 12345

Dear Mr. English:

The first paragraph of a typical business letter is used to state the main point of the letter. Begin with a friendly opening; then quickly transition into the purpose of your letter. Use a couple of sentences to explain the purpose, but do not go in to detail until the next paragraph.

Beginning with the second paragraph, state the supporting details to justify your purpose. These may take the form of background information, statistics or first-hand accounts. A few short paragraphs within the body of the letter should be enough to support your reasoning.

Finally, in the closing paragraph, briefly restate your purpose and why it is important. If the purpose of your letter is employment related, consider ending your letter with your contact information. However, if the purpose is informational, think about closing with gratitude for the reader's time.

Sincerely,

Lucy Letter
123 Winner's Road
New Employee Town, PA 12345

Resources for The Crucible

Miller, Arthur. *The Crucible*. New York: Penguin Group, 1952. PP 176 (ISBN: 978-0142437339)

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/.html>

<http://www.greatkat.com/03/salemwitchtrials.html>

<http://www.nationalgeographic.com/salem/>

<http://www.curriculumunits.com/crucible/whunts/mccarthy2.htm>

http://www.readwritethink.org/lesson_images/lesson829/Argument-Propaganda.pdf

http://www.readwritethink.org/lesson_images/lesson414/rubric.pdf

http://www.readwritethink.org/lesson_images/lesson414/checklist.pdf

<http://www.youtube.com/watch?v=pWe7wTVbLUU>

Resources for Short Stories

<http://harelbarzilai.org/words/omelas.txt>

<http://www.classicshorts.com/stories/lotry.html>

<http://www.ed.gov/offices/OVAE/AdultED/OCE/SuccessStories/Part3.html>

<http://faculty.delhi.edu/mckennmm/LITR%20110/Omelas.doc>

Resources for the Alternative Book Report

Volponi, Paul. (2005) *Black and White*. New York: Penguin Group. PP 185 (ISBN: 0-14-240692-9)

Rand, Ayn. (1966) *Anthem*. Caxton Press. PP 105 (ISBN: 978-0870041242)

Cormier, Robert. (1986) *The Chocolate War*. Laurel Leaf. PP 272 (ISBN: 978-0440944591)

Bradbury, Ray. (1987) Fahrenheit 451. Ballantine Books. PP 208 (ISBN: 978-0345342966)

Orwell, George. (1961) 1984. New American Library. PP 268 (ISBN: 978-0451524935)

Shusterman, Neal. (2007) Unwind. Simon & Schuster Children's Publishing. PP 352 (ISBN: 978-1416912040)

Lowry, Lois. (2002) The Giver. Laurel Leaf. PP 192 (ISBN: 978-0440237686)

Huxley, Aldous. (1998) Brave New World. Harper Perennial Modern Classics. PP 288 (ISBN: 978-0060929879)

Hawthorne, Nathaniel. (1981) The Scarlet Letter. Bantam Classics. PP 256 (ISBN: 978-0553210095)

Resources for I Believe In Project

<http://heroworkshop.wordpress.com/>

[http://www.asme.org/Education/PreCollege/TeacherResources/Student Reading 1 Ethics.cfm](http://www.asme.org/Education/PreCollege/TeacherResources/Student_Reading_1_Ethics.cfm)

<http://www.wku.edu/gfcb/index.php?page=student-code-of-ethics>
